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ABSTRACT

It is hoped the document will provide educators quick access to instructional and research materials in vocational and technical education. The document is divided into three major sections: Instructional Materials, Research Materials, and Projects in Progress. The first two sections are subdivided according to the categories: Abstracts, Subject Index, and Author Index. The subject index terms correspond to the descriptors in the THESAURUS OF ERIC DESCRIPTORS and, together with the author index, provide access to the abstract subsection. The Projects in Progress section, divided into Curriculum and Research subsections, announces in-progress research and curriculum development projects funded by the Vocational Education Amendments of 1968, Parts C, D, and I. The curriculum subsection includes a Curriculum Management Centers Directory; the research subsection provides a State Vocational Education Research Offices Directory. VT numbers run from VT 101 001 to VT 101 200. (Author/NH)

ED 098442

ABSTRACTS

OF

INSTRUCTIONAL AND RESEARCH MATERIALS

IN

VOCATIONAL AND TECHNICAL EDUCATION

VT 101 001 - 101 200

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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THE OHIO STATE UNIVERSITY
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CE 003 165

PREFACE

Finding and using relevant information frequently is a major task for researchers, curriculum specialists, teachers, administrators, and students. The Center for Vocational Education is dedicated to making useful and vital information accessible so that educators may use it to improve school practice.

The Center assembles, under one cover, information about instructional and research materials relevant to the field of vocational-technical education.

Through abstracts designed to present useful information about materials, the Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM) publication provides educators quick access to in-use or under-development instructional and research materials.

We are indebted to our colleagues within the profession for providing us instructional and research materials as they become available. We also appreciate the contributions of instructional materials laboratories, local school systems and professional associations such as the Vocational Instructional Materials (VIM) section of the American Vocational Association. Members of the profession are encouraged to forward to AIM/ARM at The Center instructional and research materials for possible inclusion in future issues of AIM/ARM.

We hope that this publication will prove valuable to you in your particular educational endeavors.

Robert E. Taylor
Director
The Center for Vocational Education

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MISSION OF THE CENTER

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning and preparation. The Center fulfills its mission by

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

This publication was prepared pursuant to a grant with the Bureau of Occupational and Adult Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgement in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Bureau of Occupational and Adult Education position or policy.

TABLE OF CONTENTS

	Page
Preface	*ii*
Sample Abstract	*iv*
How To Use AIM/ARM	*v*
Instructional Materials Section (AIM)	935
Abstracts	937
Subject Index	957
Author Index	971
Research Materials Section (ARM)	977
Abstracts	979
Subject Index	1029
Author Index	1063
Projects in Progress Section	1079
Curriculum Development	1081
Research	1089
How To Order Documents	1135
How To Order AIM/ARM Subscriptions	1136
How To Order AIM/ARM, VT-ERIC Microfiche Sets	1137
Thesaurus of ERIC Descriptors	1139

NOTICE

We encourage the forwarding of two copies of materials relating to vocational and technical education for possible inclusion in the AIM/ARM system to:

AIM/ARM
The Center for Vocational Education
1960 Kenny Road
Columbus, Ohio 43210

SAMPLE ABSTRACT

Accession number sequentially assigned to documents as they are processed.

VT 100 000

Author(s).

RICHARDS, F.L.

OUTLINES OF COURSES IN ORNAMENTAL HORTICULTURE. — Title.

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK.
DEPT. OF AGRICULTURAL EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
DIV. OF ADULT, AND VOCATIONAL RESEARCH.

Organization where document originated.

Agency responsible for initiating, funding, and managing the project producing the document.

MF means microfiche. Documents not in VT-ERIC MICROFICHE SETS are available from alternate sources cited.

MF AVAILABLE IN VT-ERIC SET.

Report number and/or bureau number.

OEC-0-85-12345 (7291)
TEACHER-EDUC-SER-V12-N1

Contract (OEC) or grant (OEG) number.

DEPARTMENT OF AGRICULTURAL EDUCATION, PENNSYLVANIA STATE UNIVERSITY, UNIVERSITY PARK, PENNSYLVANIA 16802 ($1.00).

Alternate source for obtaining documents.

Date published and number of pages.

PUB DATE - 71 56P.

Descriptors--subject terms characterizing substantive contents. Major terms preceded by asterisk.

DESCRIPTORS - *AGRICULTURAL EDUCATION; *CURRICULUM GUIDES; *ORNAMENTAL HORTICULTURE; HIGH SCHOOLS; *POST SECONDARY EDUCATION; LANDSCAPING; NURSERIES (HORTICULTURE); TURF MANAGEMENT; *TECHNICAL EDUCATION

Identifiers--terms not found in the Thesaurus of ERIC Descriptors.

IDENTIFIERS - *PENNSYLVANIA

Informative condensation of document content.

ABSTRACT - INTENDED TO SUGGEST SUBJECT MATTER CONTENT OF COURSES OR PROGRAMS IN ORNAMENTAL HORTICULTURE FOR HIGH SCHOOL AND POSTSECONDARY VOCATIONAL-TECHNICAL PROGRAMS, THIS CURRICULUM GUIDE WAS PREPARED BY STAFF MEMBERS OF THE AGRICULTURAL EDUCATION DEPARTMENT AT THE PENNSYLVANIA STATE UNIVERSITY, AND TESTED IN A WORKSHOP WITH VOCATIONAL AGRICULTURE TEACHERS. CONTENTS ARE: (1) OUTLINES OF COURSES IN ORNAMENTAL HORTICULTURE, (2) ORNAMENTAL HORTICULTURE PROGRAMS FOR GRADES 10, 11, AND 12, (3) NURSERY PRODUCTION . . . THE CONTENT IS PRESENTED IN OUTLINE FORM UNDER EACH TOPIC, AND IS APPLICABLE TO THE UNITED STATES AND LOWER CANADA. (GB) — Abstractor's initials.

HOW TO USE AIM/ARM

This volume of Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM) has three major sections: Instructional Materials, Research Materials, and Projects in Progress.

The Instructional and Research Materials sections each have three subsections: Abstracts, Subject Index, and Author Index. The abstracts present information about documents' authors, titles, availability, and content to help you decide if you want to read the full text of a document. A sample abstract on the opposite page identifies the various pieces of information presented in an abstract.

The Subject and Author Indexes help you locate, by subject descriptors conforming to those listed in the Thesaurus of ERIC Descriptors and by author/institutions names, abstracts of documents relevant to your information needs.

The Projects in Progress Section, divided into Curriculum and Research subsections, announces through title by state indexes and abstracts, in-progress research and curriculum development projects funded by the Vocational Education Amendments of 1968 (Public Law 90-576), Parts C, D, and I. The Curriculum subsection of Projects in Progress also includes a Curriculum Management Centers Directory while the Research subsection provides a State Vocational Education Research Offices Directory. This section helps you keep aware of ongoing activities in vocational and technical education curriculum development and research.

Full texts of most of the documents announced in AIM/ARM are available in the AIM/ARM, VT-ERIC Microfiche Sets (see page 1137). Those documents not listed as being available "MF AVAILABLE IN VT-ERIC SET" are usually obtained from the listed author/publisher.

INSTRUCTIONAL MATERIALS SECTION (AIM)

	Page
Abstracts	937
Subject Index	957
Author Index	971

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VT 101 001
CAREERS.

ADMIRAL PEARY AREA VOCATIONAL-TECHNICAL SCHOOL, EBENSBURG, PA.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 21P.

DESCRIPTORS - *EDUCATIONAL PROGRAMS; *CAREER EDUCATION; *CAREERS; VOCATIONAL EDUCATION; VOCATIONAL DEVELOPMENT; AREA VOCATIONAL SCHOOLS; PROGRAM DESCRIPTIONS; *PROGRAM CONTENT

ABSTRACT - THIS DOCUMENT PROVIDES AN OVERVIEW OF THE CAREER EDUCATION PROGRAM AT THE ADMIRAL PEARY AREA VOCATIONAL AND TECHNICAL SCHOOL. INCLUDED ARE A LISTING OF THE COURSE OFFERINGS, OBJECTIVES, AND SELECTION AND ADMISSION PROCEDURES. AMONG THE CAREER AREAS WHICH MAY BE PURSUED ARE: (1) THE AGRICULTURAL CAREERS, (2) THE AUTOMOTIVE CAREERS, (3) THE SERVICE CAREERS, (4) THE BUILDING CONSTRUCTION CAREERS, (5) THE METAL AND MATERIAL CAREERS, AND (6) CAREERS IN THE TECHNOLOGIES. (SN)

VT 101 002
HOME ECONOMICS CURRICULUM GUIDE FOR MIDDLE SCHOOL. GRADES 6-8.

HOWARD COUNTY BOARD OF EDUCATION, CLARKSVILLE, MD.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 72 300P.

DESCRIPTORS - *CURRICULUM GUIDES; *TEACHING GUIDES; *HOME ECONOMICS; *FAMILY LIFE EDUCATION; *SELF CONCEPT; HOMEMAKING EDUCATION; MIDDLE SCHOOLS
IDENTIFIERS - *HOWARD COUNTY PUBLIC SCHOOLS

ABSTRACT - THE STRENGTHENING OF FAMILY LIFE THROUGH AN UNDERSTANDING OF SELF IS THE PRIME OBJECTIVE OF THIS CURRICULUM GUIDE IN HOME ECONOMICS FOR THE MIDDLE SCHOOLS OF HOWARD COUNTY, MARYLAND. THE FOLLOWING FOUR MAJOR AREAS CONTAIN THE SUBJECT MATTER: (1) HUMAN DEVELOPMENT, (2) FOODS AND NUTRITION, (3) TEXTILES AND CLOTHING, AND (4) HOUSING. A TEACHER'S GUIDE IN A 4-COLUMN FORMAT PRESENTS THE CONCEPTS TO BE TAUGHT, BEHAVIORAL OBJECTIVES SOUGHT, SUGGESTED ACTIVITIES, AND RESOURCES. AMONG THE RESOURCES, OVER 40 TEACHER-DEVELOPED MATERIALS ARE INCLUDED. THE GUIDE IS ASSEMBLED IN A LOOSE LEAF BINDER FOR EASY CHOICE OF MATERIAL IN USING THE SUGGESTIONS IT CONTAINS. (MU)

VT 101 003
TROUTMAN, CAROL M.
INTRODUCTION TO OFFICE OCCUPATIONS.

CAMDEN COUNTY VOCATIONAL AND TECHNICAL SCHOOLS, SICKLERVILLE, N.J.
NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
NEW JERSEY VOCATIONAL-TECHNICAL CURRICULUM LAB., BLDG. 4103-KILMER CAMPUS, RUTGERS UNIV., NEW BRUNSWICK, N.J. 08903 ($1.00)
PUB DATE - AUG74 31P.

DESCRIPTORS - *WORKBOOKS; *OFFICE OCCUPATIONS; *OFFICE OCCUPATIONS EDUCATION; *SPECIAL EDUCATION; INDIVIDUALIZED INSTRUCTION; ENTRY WORKERS

ABSTRACT - THIS WORKBOOK FOR STUDENTS IN SPECIAL EDUCATION CLASSES PROVIDES A STEP-BY-STEP INTRODUCTION TO THE TYPES OF OFFICE JOBS REQUIRING MINIMUM TRAINING. NINE CLERICAL FUNCTIONS ARE PRESENTED IN SIMPLE LANGUAGE AND WORKBOOK ACTIVITIES ARE PROVIDED FOR INDIVIDUAL INSTRUCTION. NUMEROUS LINE DRAWINGS ILLUSTRATE THE MATERIAL AND TWO SHORT QUIZZES ARE INCLUDED. (MU)

VT 101 004
SHIPP, ROBERT E.
DEVELOPING JOB SHEETS AND RELATED AIDS FOR INDIVIDUALIZED INSTRUCTION IN THE MACHINE SHOP.

SMYRNA HIGH SCHOOL, TENN.
TENNESSEE OCCUPATIONAL RESEARCH AND DEVELOPMENT COORDINATING UNIT, KNOXVILLE.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 415P.

DESCRIPTORS - *SCHOOL SHOPS; HIGH SCHOOL STUDENTS; WORKSHEETS; *MACHINE TOOLS; HAND TOOLS; INSTRUMENTATION; *MECHANICAL SKILLS; SHOP CURRICULUM; *INSTRUCTIONAL MATERIALS; INDIVIDUALIZED INSTRUCTION; *TRADE AND INDUSTRIAL EDUCATION

ABSTRACT - THE DOCUMENT CONSISTS OF JOB, ASSIGNMENT, OPERATION, AND INFORMATION SHEETS FOR INDIVIDUALIZED INSTRUCTION IN VOCATIONAL MACHINE SHOP AT SMYRNA HIGH SCHOOL UNDER A MINI-GRANT RESEARCH PROJECT OF THE TENNESSEE RESEARCH COORDINATING UNIT. ALL RELATED AID SHEETS ARE KEYED TO THE JOB SHEETS. NUMEROUS DRAWINGS OF HAND AND POWER TOOLS AND MACHINES, SPECIFICATIONS, AND PROCEDURES ACCOMPANY THE SHEETS. (MF)

VT 101 005
EVALUATION OF VOCATIONAL/TECHNICAL EDUCATION. INSTRUMENTS AND

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PROCEDURES.

AMERICAN VOCATIONAL ASSOCIATION, WASHINGTON, D.C. NATIONAL STUDY FOR ACCREDITATION OF VOCATIONAL/TECHNICAL EDUCATION.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-9-180489-4672(085)
PUB DATE - 30MAR73 132P.

DESCRIPTORS - GUIDELINES; *PROGRAM EVALUATION; *ACCREDITATION (INSTITUTIONS); *VOCATIONAL SCHOOLS; *MEASUREMENT INSTRUMENTS; *EVALUATION CRITERIA; SELF EVALUATION; EDUCATIONAL ACCOUNTABILITY; EDUCATIONAL OBJECTIVES

ABSTRACT - ACCREDITATION IN THE PAST HAS BEEN A FUNCTION LARGELY CONCERNED WITH THE ARTICULATION OF EDUCATION TO FACILITATE THE TRANSFER OF STUDENTS FROM ONE LEVEL OF EDUCATION TO ANOTHER AND BETWEEN INSTITUTIONS WITH SOME CONFIDENCE IN THE PRIOR PREPARATION RECEIVED. AS NO COMPARABLE FORCE HAS EXISTED FOR HOLDING EDUCATION ACCOUNTABLE FOR PREPARING STUDENTS FOR EMPLOYMENT, THIS STUDY WAS PREPARED TO DEVELOP EVALUATIVE CRITERIA AND GUIDELINES FOR STANDARDS AND PROCEDURES TO BE APPLIED TO VOCATIONAL/TECHNICAL EDUCATION AT ALL LEVELS REGARDLESS OF SETTING. MAJOR STEPS IN THE EVALUATIVE PROCESS ARE: (1) AN IN-DEPTH SELF-EVALUATION STUDY, (2) AN ON-SITE VERIFICATION OR AUDIT BY A QUALIFIED OUTSIDE TEAM, AND (3) A REVIEW BY AN INDEPENDENT THIRD GROUP. THIS APPROACH IS DESIGNED TO MEET THE NEEDS OF ACCREDITING AGENCIES TO EMPHASIZE THE IMPORTANCE OF DOCUMENTATION IN EVALUATION. THE INSTRUMENTS AND PROCEDURES ARE PRESENTED IN DETAIL. A GLOSSARY AND AN INDEX ARE PROVIDED. (MF)

VT 101 006
PROJECT GROW (GREEN RIVER OPPORTUNITIES FOR WORK). HISTORY REPORT. FINAL REPORT. GUIDE FOR THE LEARNING CONCEPTS IN CAREER DEVELOPMENT KIT. LEARNING CONCEPTS IN CAREER DEVELOPMENT KIT.

PROJECT GROW, OWENSBORO, KY.
KENTUCKY STATE DEPT. OF EDUCATION, FRANKFORT. BUREAU OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUN74 350P.

DESCRIPTORS - *CAREER EDUCATION; *INTEGRATED CURRICULUM; *DEVELOPMENTAL PROGRAMS; *PROGRAM DESCRIPTIONS; *STATEWIDE PLANNING; LEARNING ACTIVITIES; TEACHING GUIDES

IDENTIFIERS - *KENTUCKY; PROJECT GROW

ABSTRACT - DESCRIBING PROJECT GREEN RIVER OPPORTUNITIES FOR WORK (PROJECT GROW), THIS FINAL REPORT GIVES THE HISTORY OF THE REGION 3 KENTUCKY PROGRAM FROM 1969 TO JUNE 1974 INTRODUCING CAREER EDUCATION CONCEPTS INTO THE SCHOOLS OF KENTUCKY. INTEGRATED CURRICULUMS, HANDS-ON ACTIVITIES, COMMUNITY SITE VISITS, CLASSROOM RESOURCE PERSONS, CAREER FAIRS, AND MANY OTHER CAREER-ORIENTED PROGRAMS WERE SOME OF THE ACTIVITIES OF THE PROGRAM. INSERVICE TRAINING, A REGIONAL RESOURCE CENTER, AND A REGIONAL-CONSTRUCTED, ARTICULATED MATRIX OF CAREER CONCEPTS WERE USED TO MEET THE OBJECTIVES OF A MODEL FOR THE STATE. IN THIS DOCUMENT, THE PRODUCTS OF THE PROGRAM ARE INCLUDED SEPARATELY AND UNBOUND. THEY CONTAIN AN EXTENSIVE SERIES OF TEACHING MATERIALS, ORGANIZED INTO PRIMARY, INTERMEDIATE, MIDDLE SCHOOL, AND SECONDARY AND POSTSECONDARY LEVELS, ALONG WITH A TEACHING GUIDE FOR THEIR USE. (MU)

VT 101 007
COMPREHENSIVE CAREER EDUCATION DEVELOPMENT PROJECT. MUSKEGON PUBLIC SCHOOLS. CURRICULUM BASED UNIT PLANS. 7-9.

MUSKEGON PUBLIC SCHOOLS, MICH.
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-72-5169
PUB DATE - ND 275P.

DESCRIPTORS - *UNIT PLAN; *ACTIVITY UNITS; *OCCUPATIONAL CLUSTERS; *CAREER EDUCATION; CURRICULUM DEVELOPMENT; INTEGRATED CURRICULUM; JUNIOR HIGH SCHOOLS; *DEVELOPMENTAL PROGRAMS
IDENTIFIERS - *MUSKEGON PUBLIC SCHOOLS; MICHIGAN

ABSTRACT - THE CURRICULUM-BASED UNIT PLANS FOR GRADES 7, 8, AND 9 IN THE MUSKEGON PUBLIC SCHOOLS' COMPREHENSIVE CAREER EDUCATION DEVELOPMENT PROJECT ARE PRESENTED IN THIS BOOKLET. RELATED DOCUMENTS ARE AVAILABLE AS VT 101 090, VT 101 008, AND VT 101 009. (MF)

VT 101 008
COMPREHENSIVE CAREER EDUCATION DEVELOPMENT PROJECT. MUSKEGON PUBLIC SCHOOLS. CURRICULUM BASED UNIT PLANS. K-6.

MUSKEGON PUBLIC SCHOOLS, MICH.
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.

OEG-0-72-5169
PUB DATE - ND 275P.

DESCRIPTORS - *UNIT PLAN; *ACTIVITY UNITS; *OCCUPATIONAL CLUSTERS; *CAREER EDUCATION; CURRICULUM DEVELOPMENT; INTEGRATED CURRICULUM; ELEMENTARY SCHOOL CURRICULUM; *DEVELOPMENTAL PROGRAMS
IDENTIFIERS - *MUSKEGON PUBLIC SCHOOLS; MICHIGAN

ABSTRACT - THE CURRICULUM-BASED UNIT PLANS FOR GRADES 1 THROUGH 6 IN THE MUSKEGON PUBLIC SCHOOLS' COMPREHENSIVE CAREER EDUCATION DEVELOPMENT PROJECT ARE PRESENTED IN THIS BOOKLET. RELATED DOCUMENTS ARE AVAILABLE AS VT 101 090, VT 101 007, AND VT 101 009. (MF)

VT 101 009
COMPREHENSIVE CAREER EDUCATION DEVELOPMENT PROJECT. MUSKEGON PUBLIC SCHOOLS. CURRICULUM BASED UNIT PLANS. 10-12.

MUSKEGON PUBLIC SCHOOLS, MICH.
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-72-5169
PUB DATE - ND 275P.

DESCRIPTORS - *UNIT PLAN; *ACTIVITY UNITS; *OCCUPATIONAL CLUSTERS; *CAREER EDUCATION; CURRICULUM DEVELOPMENT; INTEGRATED CURRICULUM; HIGH SCHOOL CURRICULUM; *DEVELOPMENTAL PROGRAMS
IDENTIFIERS - *MUSKEGON PUBLIC SCHOOLS; MICHIGAN

ABSTRACT - THE CURRICULUM-BASED UNIT PLANS FOR GRADES 10, 11, AND 12 IN THE MUSKEGON PUBLIC SCHOOLS' COMPREHENSIVE CAREER EDUCATION DEVELOPMENT PROJECT ARE PRESENTED IN THIS BOOKLET. RELATED DOCUMENTS ARE AVAILABLE AS VT 101 090, VT 101 007, AND VT 101 008. (MF)

VT 101 010
HOUSMAM, JOHN L., AND OTHERS
INDIVIDUALIZED STUDY GUIDE ON APICULTURE. INSTRUCTOR'S GUIDE.

VIRGINIA POLYTECHNIC INST. AND STATE UNIV., BLACKSBURG. DIV. OF VOCATIONAL-TECHNICAL EDUCATION.
VIRGINIA STATE DEPT. OF EDUCATION, RICHMOND. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB-AP-16; AGDEX-616
PUB DATE - FEB74 19P.

DESCRIPTORS - *TEACHING GUIDES; LESSON PLANS; INDIVIDUALIZED INSTRUCTION; INSTRUCTIONAL AIDS; AGRICULTURAL EDUCATION
IDENTIFIERS - *APICULTURE

ABSTRACT - THE INDIVIDUALIZED STUDY GUIDE ON APICULTURE WAS PREPARED FOR STUDENTS AT ALL GRADE LEVELS OF A VOCATIONAL EDUCATION PROGRAM IN AGRICULTURE EDUCATION. THE MATERIAL IS PRESENTED TO DEVELOP AN UNDERSTANDING OF HONEY BEES AND APIARY OPERATIONS. BY PERFORMING LEARNING ACTIVITIES AND COMPLETING PROJECTS, THE STUDENT APPLIES THE KNOWLEDGE HE HAS LEARNED. THE STUDY GUIDE MAY BE USED FOR GROUP STUDY, PRACTICAL APPLICATION, OR INDIVIDUALIZED INSTRUCTION. ALTHOUGH THE TEACHER IS RESPONSIBLE FOR DIRECTING THE LEARNING PROGRAM, THE STUDENT SHOULD BE THE SELF-MOTIVATOR. CONTENTS OF THE TEACHER'S GUIDE INCLUDE LESSON PLANS, EQUIPMENT AND SUPPLIES, REFERENCES, AUDIOVISUAL MATERIALS, AND SUGGESTIONS FOR TEACHER PREPARATION. (MF)

VT 101 011
HOUSMAM, JOHN L., AND OTHERS
INDIVIDUALIZED STUDY GUIDE ON APICULTURE. STUDENT GUIDE.

VIRGINIA POLYTECHNIC INST. AND STATE UNIV., BLACKSBURG. DIV. OF VOCATIONAL-TECHNICAL EDUCATION.
VIRGINIA STATE DEPT. OF EDUCATION, RICHMOND. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB-AP-15; AGDEX-616
PUB DATE - FEB74 180P.

DESCRIPTORS - *STUDY GUIDES; COURSE CONTENT; INDIVIDUALIZED INSTRUCTION; WORKSHEETS; AGRICULTURAL EDUCATION
IDENTIFIERS - *APICULTURE

ABSTRACT - THE INDIVIDUALIZED STUDY GUIDE ON APICULTURE WAS PREPARED FOR STUDENTS AT ALL GRADE LEVELS OF A VOCATIONAL EDUCATION PROGRAM IN AGRICULTURE EDUCATION. THE MATERIAL IS PRESENTED TO DEVELOP AN UNDERSTANDING OF HONEY BEES AND APIARY OPERATIONS. BY PERFORMING LEARNING ACTIVITIES AND COMPLETING PROJECTS, THE STUDENT APPLIES THE KNOWLEDGE HE HAS LEARNED. THE STUDY GUIDE MAY BE USED FOR GROUP STUDY, PRACTICAL APPLICATION, OR INDIVIDUALIZED INSTRUCTION. ALTHOUGH THE TEACHER IS RESPONSIBLE FOR DIRECTING THE LEARNING PROGRAM, THE STUDENT SHOULD BE THE SELF-MOTIVATOR. CONTENTS OF THE STUDENT GUIDE INCLUDE THE HONEY BEE AND HONEY, COLONY ORGANIZATION, HOUSING AND EQUIPMENT, SELECTING BEES, APIARY LOCATION, HIVE MANAGEMENT, DISEASES AND PESTS, AND PRODUCING, HARVESTING, AND MARKETING HONEY. (MF)

VT 101 012

MILLER, LARRY E.
WHAT IS SOIL? ADVANCED CROP AND SOIL SCIENCE. A COURSE OF STUDY.

VIRGINIA POLYTECHNIC INST. AND STATE UNIV., BLACKSBURG. DIV. OF VOCATIONAL-TECHNICAL EDUCATION. VIRGINIA STATE DEPT. OF EDUCATION, RICHMOND. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB-AP-9; AGDEX-506
PUB DATE - 74 45P.

DESCRIPTORS - *SOIL SCIENCE; *LESSON PLANS; *COURSE CONTENT; *TEACHING GUIDES; INSTRUCTIONAL AIDS

ABSTRACT - IN THE SOILS MODULE OF THE ADVANCED CROP AND SOIL SCIENCE COURSE, LESSON I PRESENTED IN THIS PUBLICATION IS ENTITLED "WHAT IS SOIL?" SUGGESTED TEACHING PROCEDURE, OBJECTIVES, REFERENCES, TEACHING AIDS, PROBLEMS, AND EVALUATION ARE INCLUDED. MANY ILLUSTRATIONS ARE PROVIDED FOR THE COURSE MATERIAL. (MF)

VT 101 013
MILLER, LARRY E.
SOIL EROSION. ADVANCED CROP AND SOIL SCIENCE. A COURSE OF STUDY.

VIRGINIA POLYTECHNIC INST. AND STATE UNIV., BLACKSBURG. DIV. OF VOCATIONAL-TECHNICAL EDUCATION. VIRGINIA STATE DEPT. OF EDUCATION, RICHMOND. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB-AP-14; AGDEX-570
PUB DATE - 74 38P.

DESCRIPTORS - *SOIL SCIENCE; *SOIL CONSERVATION; *COURSE CONTENT; *TEACHING GUIDES; INSTRUCTIONAL AIDS

ABSTRACT - IN THE SOILS MODULE OF THE ADVANCED CROP AND SOIL SCIENCE COURSE, LESSON VI PRESENTED IN THIS PUBLICATION IS ON SOIL EROSION. SUGGESTED TEACHING PROCEDURE, OBJECTIVES, REFERENCES, TEACHING AIDS, PROBLEMS, AND EVALUATION ARE INCLUDED. MANY ILLUSTRATIONS ARE PROVIDED FOR THE COURSE MATERIAL. (MF)

VT 101 014
MILLER, LARRY E.
SOIL WATER. ADVANCED CROP AND SOIL SCIENCE. A COURSE OF STUDY.

VIRGINIA POLYTECHNIC INST. AND STATE UNIV., BLACKSBURG. DIV. OF VOCATIONAL-TECHNICAL EDUCATION. VIRGINIA STATE DEPT. OF EDUCATION, RICHMOND. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB-AP-12; AGDEX-550
PUB DATE - 74 44P.

DESCRIPTORS - *SOIL SCIENCE; *WATER RESOURCES; *COURSE CONTENT; *TEACHING GUIDES; INSTRUCTIONAL AIDS

ABSTRACT - IN THE SOILS MODULE OF THE ADVANCED CROP AND SOIL SCIENCE COURSE, LESSON IV PRESENTED IN THIS PUBLICATION IS ON SOIL WATER. SUGGESTED TEACHING PROCEDURE, OBJECTIVES, REFERENCES, TEACHING AIDS, PROBLEMS, AND EVALUATION ARE INCLUDED. MANY ILLUSTRATIONS ARE PROVIDED FOR THE COURSE MATERIAL. (MF)

VT 101 015
MILLER, LARRY E.
PHYSICAL FEATURES OF SOIL. ADVANCED CROP AND SOIL SCIENCE. A COURSE OF STUDY.

VIRGINIA POLYTECHNIC INST. AND STATE UNIV., BLACKSBURG. DIV. OF VOCATIONAL-TECHNICAL EDUCATION. VIRGINIA STATE DEPT. OF EDUCATION, RICHMOND. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB-AP-10; AGDEX-507
PUB DATE - 74 49P.

DESCRIPTORS - *SOIL SCIENCE; *LESSON PLANS; *COURSE CONTENT; *TEACHING GUIDES; INSTRUCTIONAL AIDS

ABSTRACT - IN THE SOILS MODULE OF THE ADVANCED CROP AND SOIL SCIENCE COURSE, LESSON II PRESENTED IN THIS PUBLICATION IS ON THE PHYSICAL FEATURES OF SOIL. SUGGESTED TEACHING PROCEDURE, OBJECTIVES, REFERENCES, TEACHING AIDS, PROBLEMS, AND EVALUATION ARE INCLUDED. MANY ILLUSTRATIONS ARE PROVIDED FOR THE COURSE MATERIAL. (MF)

VT 101 016
MILLER, LARRY E.
CHEMICAL FEATURES OF SOIL. ADVANCED CROP AND SOIL SCIENCE. A COURSE OF STUDY.

VIRGINIA POLYTECHNIC INST. AND STATE UNIV., BLACKSBURG. DIV. OF VOCATIONAL-TECHNICAL EDUCATION. VIRGINIA STATE DEPT. OF EDUCATION, RICHMOND. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB-AP-13; AGDEX-530
PUB DATE - 74 52P.

DESCRIPTORS - *SOIL SCIENCE; *UNITS OF STUDY (SUBJECT FIELDS); *TEACHING GUIDES; *VOCATIONAL AGRICULTURE; *AGRICULTURAL EDUCATION

ABSTRACT - THIS UNIT OF INSTRUCTION FOR A 4-DAY SEGMENT OF A SECONDARY VOCATIONAL-AGRICULTURE

CLASS IN SOIL SCIENCE CONTAINS NINE DEMONSTRATIONS, 21 TRANSPARENCY MASTERS, AND 12 STUDENT HANDOUT SHEETS. THIS LESSON V INCLUDES THE TITLE, SUGGESTED TIME ALLOTMENT, TEACHING PROCEDURE, OBJECTIVES, SAMPLE INTRODUCTION TECHNIQUES, TEACHING AIDS, PROBLEMS, SUMMARY, AND EVALUATIVE STATEMENTS FOR THE CHEMICAL FEATURES OF SOIL. (AUTHOR/MU)

VT 101 017
COOPER, ELMER L., AND OTHERS
STUDENT INJURY AND TEACHER LIABILITY. A SELF-INSTRUCTIONAL UNIT.

VIRGINIA POLYTECHNIC INST. AND STATE UNIV., BLACKSBURG. DIV. OF VOCATIONAL-TECHNICAL EDUCATION.
VIRGINIA STATE DEPT. OF EDUCATION, RICHMOND. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB-PM-20
PUB DATE - 74 50P.

DESCRIPTORS - *TEACHER RESPONSIBILITY; *VOCATIONAL EDUCATION TEACHERS; *LEGAL RESPONSIBILITY; *LEGAL PROBLEMS; *SCHOOL SAFETY; LAWS; AUTOINSTRUCTIONAL AIDS

ABSTRACT - TO INCREASE THE VOCATIONAL TEACHER'S AWARENESS IN MATTERS INVOLVING THE POSSIBILITY OF TORT, THIS SELF-INSTRUCTION UNIT PROVIDES THE GENERAL PRINCIPLES OF LAW GOVERNING TORT AND A NUMBER OF INSTANCES APPLICABLE TO VOCATIONAL EDUCATION TEACHERS. EXAMPLES OF STUDENT INJURY AND TEACHER LIABILITY ARE GIVEN IN NARRATIVE FORM USING A PROGRAMMED TEXT FORMAT FOR SELF STUDY. (AUTHOR/MU)

VT 101 018
PUPILS POTENTIALS LABS DIRECTORY.

ROBBINSDALE INDEPENDENT SCHOOL DISTRICT 281, MINN.
MINNESOTA ENVIRONMENTAL SCIENCES FOUNDATION, INC., MINNEAPOLIS.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - SEP73 30P.

DESCRIPTORS - *DIRECTORIES; *VOCATIONAL DEVELOPMENT; *SCHOOL PERSONNEL; JUNIOR HIGH SCHOOLS
IDENTIFIERS - *HOSTERMAN JUNIOR HIGH SCHOOL

ABSTRACT - THIS DIRECTORY OF THE WORKING STAFF OF HOSTERMAN JUNIOR HIGH SCHOOL CONTAINS THREE INDEXES ORGANIZED BY NAME, BY OCCUPATION, AND BY INTEREST OF THE STAFF MEMBERS. IN ADDITION TO THE INDEXES, A DIRECTORY LISTING DESCRIBES EACH PERSON BY PROVIDING THE NAME, CURRENT POSITION AT THE SCHOOL, EDUCATION, INTERESTS OR HOBBIES, AND PAST WORK EXPERIENCES. A STUDY GUIDE TO BE USED IN CONNECTION WITH THIS DIRECTORY IS AVAILABLE IN VT 101 058. (AUTHOR/MU)

VT 101 019
CAREER DEVELOPMENT. THE FAMILY-HOME-COMMUNITY PROJECT.

ROBBINSDALE INDEPENDENT SCHOOL DISTRICT 281, MINN.
MINNESOTA ENVIRONMENTAL SCIENCES FOUNDATION, INC., MINNEAPOLIS.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - AUG73 128P.

DESCRIPTORS - *VOCATIONAL DEVELOPMENT; *INTEGRATED CURRICULUM; *CAREER EDUCATION; GRADE 7; GRADE 8; GRADE 9; *CAREERS; *LEARNING ACTIVITIES; CURRICULUM GUIDES
IDENTIFIERS - *HOSTERMAN JUNIOR HIGH SCHOOL

ABSTRACT - UNITS OF INSTRUCTION TO INCREASE CAREER AWARENESS ARE SUPPLIED IN THIS CURRICULUM GUIDE FOR THE HOSTERMAN JUNIOR HIGH SCHOOL. GENERAL OBJECTIVES FOR GRADES 7, 8, AND 9 AND THE CLASSROOM COGNITIVE, AFFECTIVE, AND PSYCHOMOTOR OBJECTIVES OF THE COURSE CONCERN THE PUPILS' DEVELOPMENT TOWARD REALISTIC CAREER ATTITUDES. THE FAMILY MODEL IS A FLEXIBLE COMPOSITE TO BE USED AS THE CATALYST FOR INTEGRATING CAREER AWARENESS THROUGH THE VARIOUS DISCIPLINES OF ART, ENGLISH, FOREIGN LANGUAGE, HOME ECONOMICS, INDUSTRIAL ARTS, MATHEMATICS, PHYSICAL EDUCATION, SCIENCE, AND SOCIAL STUDIES. (MU)

VT 101 020
CAREER DEVELOPMENT. PUPILS POTENTIALS LABS. STAFF PACKET.

ROBBINSDALE INDEPENDENT SCHOOL DISTRICT 281, MINN.
MINNESOTA ENVIRONMENTAL SCIENCES FOUNDATION, INC., MINNEAPOLIS.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - AUG73 28P.

DESCRIPTORS - *OCCUPATIONAL GUIDANCE; *GUIDANCE PROGRAMS; *GUIDANCE COUNSELING; *VOCATIONAL DEVELOPMENT; *COUNSELING PROGRAMS
IDENTIFIERS - *HOSTERMAN JUNIOR HIGH SCHOOL

ABSTRACT - TO HELP THE STAFF MEMBERS OF HOSTERMAN JUNIOR HIGH SCHOOL UNDERSTAND THEIR ROLES IN THE SCHOOL CAREER AWARENESS PROGRAM, THIS GUIDE EXPLAINS THE PROGRAM, ITS METHODS, AND OBJECTIVES. STAFF MEMBERS ARE INTRODUCED TO THE STUDENT GUIDE AND THE DIRECTORY THROUGH WHICH INTERACTIONS BETWEEN STUDENTS AND

BEST COPY AVAILABLE

STAFF MEMBERS ARE MADE POSSIBLE. DIRECTIONS ARE GIVEN TO TEACHERS FOR INITIATING THE INTERVIEWS BETWEEN STUDENTS AND STAFF MEMBERS AND PROCEDURES ARE OUTLINED FOR MAKING SURE THAT A STUDENT'S REQUEST FOR AN INTERVIEW WITH A STAFF MEMBER RECEIVES POSITIVE ATTENTION. THE DIRECTORY AND THE STUDENT GUIDE ARE AVAILABLE AS VT 101 018 AND VT 101 058 RESPECTIVELY. (MU)

VT 101 021
CAREER EDUCATION PERSONNEL MODEL. COMPREHENSIVE MODEL.

MICHIGAN UNIV., ANN ARBOR. SCHOOL OF EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 6P.

DESCRIPTORS - *PERFORMANCE BASED TEACHER EDUCATION; *TEACHER EDUCATION CURRICULUM; *CAREER EDUCATION; TRAINING OBJECTIVES; *PROGRAM DEVELOPMENT; PROGRAM PLANNING; *PERFORMANCE CRITERIA; ELEMENTARY SCHOOL TEACHERS; SECONDARY SCHOOL TEACHERS; ELEMENTARY SCHOOL COUNSELORS; SECONDARY SCHOOL COUNSELORS; ADMINISTRATOR EDUCATION; ADMINISTRATIVE PERSONNEL

ABSTRACT - IN ORDER TO DEVELOP COMPETENCY-BASED CURRICULUM FOR TEACHER EDUCATION IN PRESERVICE AND INSERVICE COURSES, THE COMPETENCIES NEEDED FOR PLANNING AND FOR IMPLEMENTING CAREER EDUCATION PROGRAMS WERE IDENTIFIED FOR TEACHERS, COUNSELORS, AND ADMINISTRATORS IN ELEMENTARY, JUNIOR HIGH, AND HIGH SCHOOLS. THE COMPETENCY STATEMENTS WERE VALIDATED BY FUNCTION AND GRADE AREA, EXPANDED INTO PERFORMANCE CRITERIA, AND RESULTED IN TEN TRAINING MODELS. THIS DOCUMENT REPRESENTS THE COMPREHENSIVE MODEL AND CONTAINS IMPLEMENTATION GUIDELINES, ILLUSTRATIONS OF HOW TO DEVELOP TRAINING OBJECTIVES FROM THE STATEMENTS, AND COMPETENCY STATEMENTS AND RELATED PERFORMANCE CRITERIA FOR TEACHERS, COUNSELORS, AND ADMINISTRATORS ON ALL LEVELS. RELATED DOCUMENTS ARE AVAILABLE AS VT 101 022 TO VT 101 028. (AUTHOR/MU)

VT 101 022
CAREER EDUCATION PERSONNEL MODEL. SECONDARY TEACHER MODEL.

MICHIGAN UNIV., ANN ARBOR. SCHOOL OF EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 13P.

DESCRIPTORS - *PERFORMANCE BASED TEACHER EDUCATION; *TEACHER EDUCATION CURRICULUM; *CAREER EDUCATION; TRAINING OBJECTIVES; PROGRAM DEVELOPMENT; PROGRAM PLANNING; *PERFORMANCE CRITERIA; *SECONDARY SCHOOL TEACHERS

ABSTRACT - IN ORDER TO DEVELOP COMPETENCY-BASED CURRICULUM FOR TEACHER EDUCATION IN PRESERVICE AND INSERVICE COURSES, THE COMPETENCIES NEEDED FOR PLANNING AND FOR IMPLEMENTING CAREER EDUCATION PROGRAMS WERE IDENTIFIED FOR TEACHERS, COUNSELORS, AND ADMINISTRATORS IN ELEMENTARY, JUNIOR HIGH, AND HIGH SCHOOLS. THE COMPETENCY STATEMENTS WERE VALIDATED BY FUNCTION AND GRADE AREA, EXPANDED INTO PERFORMANCE CRITERIA, AND RESULTED IN TEN TRAINING MODELS. THIS DOCUMENT REPRESENTS ONE OF THE TRAINING MODELS AND CONTAINS IMPLEMENTATION GUIDELINES, ILLUSTRATIONS OF HOW TO DEVELOP TRAINING OBJECTIVES FROM THE STATEMENTS, AND COMPETENCY STATEMENTS AND RELATED PERFORMANCE CRITERIA FOR SECONDARY SCHOOL TEACHERS. RELATED DOCUMENTS ARE AVAILABLE AS VT 101 021 AND VT 101 023 TO VT 101 028. (AUTHOR/MU)

VT 101 023
CAREER EDUCATION PERSONNEL MODEL. ELEMENTARY COUNSELOR MODEL.

MICHIGAN UNIV., ANN ARBOR. SCHOOL OF EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 11P.

DESCRIPTORS - *PERFORMANCE BASED TEACHER EDUCATION; *CAREER EDUCATION; TRAINING OBJECTIVES; *PROGRAM DEVELOPMENT; PROGRAM PLANNING; *PERFORMANCE CRITERIA; *ELEMENTARY SCHOOL COUNSELORS

ABSTRACT - IN ORDER TO DEVELOP COMPETENCY-BASED CURRICULUM FOR TEACHER EDUCATION IN PRESERVICE AND INSERVICE COURSES, THE COMPETENCIES NEEDED FOR PLANNING AND FOR IMPLEMENTING CAREER EDUCATION PROGRAMS WERE IDENTIFIED FOR TEACHERS, COUNSELORS, AND ADMINISTRATORS IN ELEMENTARY, JUNIOR HIGH, AND HIGH SCHOOLS. THE COMPETENCY STATEMENTS WERE VALIDATED BY FUNCTION AND GRADE AREA, EXPANDED INTO PERFORMANCE CRITERIA, AND RESULTED IN TEN TRAINING MODELS. THIS DOCUMENT REPRESENTS ONE OF THE TRAINING MODELS AND CONTAINS IMPLEMENTATION GUIDELINES, ILLUSTRATIONS OF HOW TO DEVELOP TRAINING OBJECTIVES FROM THE STATEMENTS, AND COMPETENCY STATEMENTS AND RELATED PERFORMANCE CRITERIA FOR ELEMENTARY SCHOOL COUNSELORS. RELATED DOCUMENTS ARE AVAILABLE AS VT 101 021 - VT 101 022 AND VT 101 024 - VT 101 028. (AUTHOR/MU)

VT 101 024
CAREER EDUCATION PERSONNEL MODEL.

ELEMENTARY TEACHER MODEL.

MICHIGAN UNIV., ANN ARBOR. SCHOOL OF EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 9P.

DESCRIPTORS - *PERFORMANCE BASED TEACHER EDUCATION; *TEACHER EDUCATION CURRICULUM; *CAREER EDUCATION; TRAINING OBJECTIVES; PROGRAM DEVELOPMENT; PROGRAM PLANNING; *PERFORMANCE CRITERIA; *ELEMENTARY SCHOOL TEACHERS

ABSTRACT - IN ORDER TO DEVELOP COMPETENCY-BASED CURRICULUM FOR TEACHER EDUCATION IN PRESERVICE AND INSERVICE COURSES, THE COMPETENCIES NEEDED FOR PLANNING AND FOR IMPLEMENTING CAREER EDUCATION PROGRAMS WERE IDENTIFIED FOR TEACHERS, COUNSELORS, AND ADMINISTRATORS IN ELEMENTARY, JUNIOR HIGH, AND HIGH SCHOOLS. THE COMPETENCY STATEMENTS WERE VALIDATED BY FUNCTION AND GRADE AREA, EXPANDED INTO PERFORMANCE CRITERIA, AND RESULTED IN TEN TRAINING MODELS. THIS DOCUMENT REPRESENTS ONE OF THE TRAINING MODELS AND CONTAINS IMPLEMENTATION GUIDELINES, ILLUSTRATIONS OF HOW TO DEVELOP TRAINING OBJECTIVES FROM THE STATEMENTS, AND COMPETENCY STATEMENTS AND RELATED PERFORMANCE CRITERIA FOR ELEMENTARY SCHOOL TEACHERS. RELATED DOCUMENTS ARE AVAILABLE AS VT 101 021 - VT 101 023 AND VT 101 025 - VT 101 028. (AUTHOR/MU)

VT 101 025
CAREER EDUCATION PERSONNEL MODEL. MIDDLE OR JUNIOR HIGH ADMINISTRATOR MODEL.

MICHIGAN UNIV., ANN ARBOR. SCHOOL OF EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 10P.

DESCRIPTORS - *PERFORMANCE BASED TEACHER EDUCATION; *TEACHER EDUCATION CURRICULUM; *CAREER EDUCATION; TRAINING OBJECTIVES; PROGRAM DEVELOPMENT; PROGRAM PLANNING; PERFORMANCE CRITERIA; *ADMINISTRATOR EDUCATION; *ADMINISTRATIVE PERSONNEL

ABSTRACT - IN ORDER TO DEVELOP COMPETENCY-BASED CURRICULUM FOR TEACHER EDUCATION IN PRESERVICE AND INSERVICE COURSES, THE COMPETENCIES NEEDED FOR PLANNING AND FOR IMPLEMENTING CAREER EDUCATION PROGRAMS WERE IDENTIFIED FOR TEACHERS, COUNSELORS, AND ADMINISTRATORS IN ELEMENTARY, JUNIOR HIGH, AND HIGH SCHOOLS. THE COMPETENCY STATEMENTS WERE VALIDATED BY FUNCTION AND GRADE AREA, EXPANDED INTO PERFORMANCE CRITERIA, AND RESULTED IN TEN TRAINING MODELS. THIS DOCUMENT REPRESENTS ONE OF THE TRAINING MODELS AND CONTAINS IMPLEMENTATION GUIDELINES, ILLUSTRATIONS OF HOW TO DEVELOP TRAINING OBJECTIVES FROM THE STATEMENTS, AND COMPETENCY STATEMENTS AND RELATED PERFORMANCE CRITERIA FOR JUNIOR HIGH SCHOOL ADMINISTRATORS. RELATED DOCUMENTS ARE AVAILABLE AS VT 101 021 - VT 101 029 AND VT 101 026 - VT 101 028. (AUTHOR/MU)

VT 101 026
CAREER EDUCATION PERSONNEL MODEL. MIDDLE OR JUNIOR HIGH COUNSELOR MODEL.

MICHIGAN UNIV., ANN ARBOR. SCHOOL OF EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 12P.

DESCRIPTORS - *PERFORMANCE BASED TEACHER EDUCATION; *TEACHER EDUCATION CURRICULUM; *CAREER EDUCATION; TRAINING OBJECTIVES; PROGRAM DEVELOPMENT; PROGRAM PLANNING; *PERFORMANCE CRITERIA; *SECONDARY SCHOOL COUNSELORS

ABSTRACT - IN ORDER TO DEVELOP COMPETENCY-BASED CURRICULUM FOR TEACHER EDUCATION IN PRESERVICE AND INSERVICE COURSES, THE COMPETENCIES NEEDED FOR PLANNING AND FOR IMPLEMENTING CAREER EDUCATION PROGRAMS WERE IDENTIFIED FOR TEACHERS, COUNSELORS, AND ADMINISTRATORS IN ELEMENTARY, JUNIOR HIGH, AND HIGH SCHOOLS. THE COMPETENCY STATEMENTS WERE VALIDATED BY FUNCTION AND GRADE AREA, EXPANDED INTO PERFORMANCE CRITERIA, AND RESULTED IN TEN TRAINING MODELS. THIS DOCUMENT REPRESENTS ONE OF THE TRAINING MODELS AND CONTAINS IMPLEMENTATION GUIDELINES, ILLUSTRATIONS OF HOW TO DEVELOP TRAINING OBJECTIVES FROM THE STATEMENTS, AND COMPETENCY STATEMENTS AND RELATED PERFORMANCE CRITERIA FOR JUNIOR HIGH SCHOOL COUNSELORS. RELATED DOCUMENTS ARE AVAILABLE AS VT 101 021 - VT 101 025 AND VT 101 027 - VT 101 028. (AUTHOR/MU)

VT 101 027
CAREER EDUCATION PERSONNEL MODEL. MIDDLE OR JUNIOR HIGH TEACHER MODEL.

MICHIGAN UNIV., ANN ARBOR. SCHOOL OF EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 11P.

DESCRIPTORS - *PERFORMANCE BASED TEACHER EDUCATION; *TEACHER EDUCATION CURRICULUM; *CAREER EDUCATION; TRAINING OBJECTIVES; PROGRAM DEVELOPMENT; PROGRAM PLANNING; *PERFORMANCE CRITERIA; *SECONDARY SCHOOL TEACHERS

ABSTRACT - IN ORDER TO DEVELOP COMPETENCY-BASED CURRICULUM FOR TEACHER EDUCATION IN PRESERVICE AND INSERVICE COURSES, THE COMPETENCIES NEEDED FOR PLANNING AND FOR IMPLEMENTING CAREER EDUCATION PROGRAMS WERE IDENTIFIED FOR TEACHERS, COUNSELORS, AND ADMINISTRATORS IN ELEMENTARY, JUNIOR HIGH, AND HIGH SCHOOLS. THE COMPETENCY STATEMENTS WERE VALIDATED BY FUNCTION AND GRADE AREA, EXPANDED INTO PERFORMANCE CRITERIA, AND RESULTED IN TEN TRAINING MODELS. THIS DOCUMENT REPRESENTS ONE OF THE TRAINING MODELS AND CONTAINS IMPLEMENTATION GUIDELINES, ILLUSTRATIONS OF HOW TO DEVELOP TRAINING OBJECTIVES FROM THE STATEMENTS, AND COMPETENCY STATEMENTS AND RELATED PERFORMANCE CRITERIA FOR JUNIOR HIGH SCHOOL TEACHERS. RELATED DOCUMENTS ARE AVAILABLE AS VT 101 021 - VT 101 026 AND VT 101 028. (AUTHOR/MU)

VT 101 028
CAREER EDUCATION PERSONNEL MODEL. ELEMENTARY ADMINISTRATOR MODEL.

MICHIGAN UNIV., ANN ARBOR. SCHOOL OF EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 13P.

DESCRIPTORS - *PERFORMANCE BASED TEACHER EDUCATION; TEACHER EDUCATION CURRICULUM; *CAREER EDUCATION; TRAINING OBJECTIVES; PROGRAM DEVELOPMENT; PROGRAM PLANNING; *PERFORMANCE CRITERIA; *ADMINISTRATOR EDUCATION; *ADMINISTRATIVE PERSONNEL

ABSTRACT - IN ORDER TO DEVELOP COMPETENCY-BASED CURRICULUM FOR TEACHER EDUCATION IN PRESERVICE AND INSERVICE COURSES, THE COMPETENCIES NEEDED FOR PLANNING AND FOR IMPLEMENTING CAREER EDUCATION PROGRAMS WERE IDENTIFIED FOR TEACHERS, COUNSELORS, AND ADMINISTRATORS IN ELEMENTARY, JUNIOR HIGH, AND HIGH SCHOOLS. THE COMPETENCY STATEMENTS WERE VALIDATED BY FUNCTION AND GRADE AREA, EXPANDED INTO PERFORMANCE CRITERIA, AND RESULTED IN TEN TRAINING MODELS. THIS DOCUMENT REPRESENTS ONE OF THE TRAINING MODELS AND CONTAINS IMPLEMENTATION GUIDELINES, ILLUSTRATIONS OF HOW TO DEVELOP TRAINING OBJECTIVES FROM THE STATEMENTS, AND COMPETENCY STATEMENTS AND RELATED PERFORMANCE CRITERIA FOR ELEMENTARY SCHOOL ADMINISTRATORS. RELATED DOCUMENTS ARE AVAILABLE AS VT 101 021 - VT 101 027. (AUTHOR/MU)

VT 101 029
CAREER EDUCATION MATERIALS. TEACHERS RESOURCE GUIDES.

COBB COUNTY OCCUPATIONAL AND CAREER DEVELOPMENT PROGRAM, MARIETTA, GA.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-70-4781
PUB DATE - ND 175P.

DESCRIPTORS - *CAREER EDUCATION; *ELEMENTARY GRADES; *RESOURCE GUIDES; *OCCUPATIONAL INFORMATION; *INTEGRATED CURRICULUM; CLASSROOM GUIDANCE PROGRAMS

ABSTRACT - THIS SET OF NINE RESOURCE GUIDES PROVIDES ELEMENTARY TEACHERS WITH MATERIALS FOR CAREER EDUCATION CONCEPTS, ACTIVITIES, AND SUBJECT MATTER TIE-INS TO DIFFERENT OCCUPATIONAL AREAS. DESIGNED FOR SPECIFIC GRADE LEVELS, THE SET INCLUDES THE FOLLOWING UNITS: (1) FOR GRADE 1, "WHAT DOES MY FAMILY DO ALL DAY" AND "THE SCHOOL: CAREERS IN PUBLIC SERVICE," (2) FOR GRADES 3 & 4, "TRAINS: CAREERS IN TRANSPORTATION," "COMMERCIAL AIRLINE AND AIRPORTS: CAREERS IN TRANSPORTATION," AND "MUSIC: CAREERS IN FINE ART AND HUMANITIES," (3) FOR GRADES 5 & 6, "TELEVISION: CAREERS IN COMMUNICATION AND MEDIA" AND "THE HOSPITAL: CAREERS IN HEALTH," AND (4) FOR GRADE 6, "BUILDING CONSTRUCTION: CAREERS IN CONSTRUCTION" AND "PHOTOGRAPHY: CAREERS IN COMMUNICATION AND MEDIA." (MU)

VT 101 030
ANDERSON, FLOYD L.
INDIVIDUALIZED, PERFORMANCE-BASED CURRICULUM AT THE MINNEAPOLIS AREA VOCATIONAL TECHNICAL INSTITUTE. INTERIM REPORT. INSTRUCTIONAL MATERIALS.

MINNEAPOLIS AREA VOCATIONAL TECHNICAL INST., MINN.
MINNESOTA STATE DEPT. OF EDUCATION, ST. PAUL. DIV. OF VOCATIONAL AND TECHNICAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 25JUN74 400P.

DESCRIPTORS - *CAREER EDUCATION; *VOCATIONAL DEVELOPMENT; *VOCATIONAL EDUCATION; *INSTRUCTIONAL MATERIALS; PROGRAM DESCRIPTIONS; *DEVELOPMENTAL PROGRAMS
IDENTIFIERS - *MINNEAPOLIS

ABSTRACT - THIS DOCUMENT CONTAINS BOTH AN INTERIM REPORT COVERING THE TIME PERIOD FROM JULY 1973 TO JUNE 1974 AND AN EXTENSIVE COLLECTION OF INSTRUCTIONAL MATERIALS GENERATED BY THE PROJECT

TO DEVELOP CURRICULUM FOR NEW PROGRAMS OF VOCATIONAL TECHNICAL EDUCATION IN THE MINNEAPOLIS AREA. GOALS, PROCEDURES, ACCOMPLISHMENTS, EVALUATIONS, AND RECOMMENDATIONS ARE DESCRIBED FOR THE FIRST YEAR OF THE PROJECT. RECOMMENDATIONS CONCERN PROGRAM CONTINUATION, IMPROVEMENT, AND EXPANSION. APPENDED MATERIALS INCLUDE MODELS AND INSTRUMENTS USED IN THE PROJECT, TESTS USED IN VARIOUS PROGRAMS, QUESTIONNAIRES, EVALUATION INSTRUMENTS, AGENDAS AND MATERIALS FOR DISCUSSIONS IN ORIENTATION MEETINGS, AND A VARIETY OF INSTRUCTIONAL MATERIALS FOR HUMAN RELATIONS PROGRAMS AND COURSES IN TRADE AND INDUSTRIAL EDUCATION, FOOD SERVICE OCCUPATIONS AND AUTO MECHANICS PROGRAMS. (MU)

VT 101 031
KNOX, PHIL
THE SCHOOL STORE, A RETAIL LABORATORY FOR DISTRIBUTIVE EDUCATION.

OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OHIO DISTRIBUTIVE EDUCATION MATERIALS LAB., THE OHIO STATE UNIV., 1885 NEIL AVE., 115 TOWNSHEND HALL, COLUMBUS, OHIO 43210
PUB DATE - MAR74 119P.

DESCRIPTORS - *DISTRIBUTIVE EDUCATION; *PROJECT TRAINING METHODS; *MERCHANDISING; *TRAINING LABORATORIES; MANUALS

ABSTRACT - THIS MANUAL PROVIDES GUIDELINES TO THE VOCATIONAL TEACHER WHO PLANS TO IMPLEMENT A SCHOOL STORE IN THE DISTRIBUTIVE EDUCATION PROGRAM OF A SECONDARY SCHOOL. INFORMATION CONCERNING PLANNING AND PROPOSING THE RETAIL LABORATORY, THE USE OF VENDOR LICENSE AND SALES TAX, STORE LAYOUT, PURCHASING POLICIES, MERCHANDISING IDEAS AND STORE RULES ARE INCLUDED. SAMPLES OF OVER 25 TYPES OF FORMS USED IN THE CONDUCT OF THE SCHOOL STORE ARE PROVIDED. (MU)

VT 101 032
SCHOENBERGER, R. LAURENCE
PROJECT CAREER EXPLORATION. FINAL REPORT.

WAUKESHA COUNTY TECHNICAL INST., PEWAUKEE, WIS.
WISCONSIN STATE BOARD OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION, MADISON.; OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - FEB74 90P.

DESCRIPTORS - *CAREER EDUCATION; *PROGRAM DEVELOPMENT; *CAREER OPPORTUNITIES; *OCCUPATIONAL CLUSTERS; SECONDARY GRADES; *EVENING CLASSES; HEALTH OCCUPATIONS; SERVICE OCCUPATIONS
IDENTIFIERS - WISCONSIN

ABSTRACT - PROJECT CAREER EXPLORATION'S OVERALL PURPOSE WAS DESIGNING AND IMPLEMENTING A METHOD OF PROVIDING JUNIORS AND SENIORS IN HIGH SCHOOL WITH CAREER EXPLORATION OPPORTUNITIES RELATIVE TO THE OCCUPATIONAL PROGRAMS OFFERED BY THE WAUKESHA COUNTY TECHNICAL INSTITUTE AND OTHER POSTSECONDARY INSTITUTIONS. COURSES WERE DESIGNED TO PROVIDE KNOWLEDGE OF THE RANGE OF OCCUPATIONS WITHIN A GIVEN CAREER CLUSTER AS WELL AS AN UNDERSTANDING OF THE ENVIRONMENT, JOB OPPORTUNITIES, AND THE TYPES OF SPECIAL SKILLS REQUIRED FOR SPECIFIC OCCUPATIONS. HEALTH CAREERS AND HOSPITALITY CAREERS WERE SELECTED BY A COMMITTEE OF HIGH SCHOOL REPRESENTATIVES FOR DEVELOPMENT INTO CAREER EXPLORATION COURSES TO BE OFFERED ON A SEMESTER BASIS. THE COURSES, CONSISTING OF LECTURES, FIELD TRIPS, AND GUEST SPEAKERS, WERE TAUGHT IN THE EVENING ONCE A WEEK FOR 2 1/2 HOURS. AMONG RECOMMENDATIONS ARE THE FOLLOWING: (1) DEVELOPMENT OF ADDITIONAL COURSES, (2) DIMINISHED USE OF LECTURES, (3) GREATER USE OF FIELD TRIPS, AND (4) EXPANSION OF THE PROGRAM TO INCLUDE JUNIOR HIGH LEVEL. COURSE OUTLINES ARE APPENDED TO THE REPORT. (KH)

VT 101 033
PIOTROWSKI, ANTHONY J.
AGRICULTURAL ENVIRONMENTAL TECHNOLOGY.

MERCER COUNTY AREA VOCATIONAL-TECHNICAL SCHOOL, MERCER, PA.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - AUG73 147P.

DESCRIPTORS - *CURRICULUM GUIDES; *AGRICULTURAL EDUCATION; *ENVIRONMENTAL EDUCATION; SECONDARY SCHOOLS; *VOCATIONAL AGRICULTURE; *PROGRAM DEVELOPMENT; COMMUNITY CONSULTANTS; EMPLOYMENT OPPORTUNITIES
IDENTIFIERS - *PENNSYLVANIA

ABSTRACT - THIS REPORT IS A SUMMARY OF ACTIVITIES THAT HAVE BEEN CONDUCTED WHILE DEVELOPING A 3-YEAR COURSE IN AGRICULTURAL ENVIRONMENTAL TECHNOLOGY IN THE MERCER COUNTY AREA VOCATIONAL-TECHNICAL SCHOOL. RESEARCH TECHNIQUES INCLUDED THE FOLLOWING: (1) PERSONAL INTERVIEWS WITH LOCAL EMPLOYERS WHOSE BUSINESSES ARE DIRECTLY OR INDIRECTLY RELATED TO AREAS OF HORTICULTURE AND NATURAL

RESOURCE MANAGEMENT, (2) A BUSINESS SURVEY OF THE OCCUPATIONAL NEEDS OF THE COUNTY, BOTH PRESENT AND PROJECTED, (3) CORRESPONDENCE WITH AGENCIES OF THE FEDERAL GOVERNMENT, AND (4) ADVICE FROM TEACHERS IN THE CONCERNED AREAS. THE RESULTANT COURSE WILL BE AVAILABLE FOR 40 STUDENTS FROM GRADES 10, 11, AND 12 WHO WILL ATTEND THE VOCATIONAL-TECHNICAL SCHOOL ON A HALF-DAY BASIS WHILE TAKING ALL ACADEMIC COURSES IN THEIR HOME HIGH SCHOOLS. THE REPORT CONTAINS A COURSE OUTLINE, A LIBRARY BOOK REFERENCE LIST, SUGGESTED ACTIVITIES TO BE MASTERED IN EACH SEGMENT OF THE COURSE, A LISTING OF EQUIPMENT AND SUPPLIES, AND NAMES AND ADDRESSES OF BUSINESS CONTACTS. (KH)

VT 101 034
STABER, RICHARD; EVERETT, CARL
DEVELOPMENT OF MODULAR COURSES IN VOCATIONAL CURRICULUM TO FACILITATE INDIVIDUALIZED SCHEDULING TO MEET THE OCCUPATIONAL OBJECTIVES OF EACH STUDENT. SECOND YEAR REPORT.

CENTRAL COLUMBIA HIGH SCHOOL, BLOOMSBURG, PA.
PENNSYLVANIA STATE DEPT. OF EDUCATION, HARRISBURG. BUREAU OF VOCATIONAL, TECHNICAL, AND CONTINUIN EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 24AUG73 160P.

DESCRIPTORS - *CAREER EDUCATION; *OCCUPATIONAL GUIDANCE; *VOCATIONAL DEVELOPMENT; *VOCATIONAL EDUCATION; OCCUPATIONAL INFORMATION; *CURRICULUM DEVELOPMENT
IDENTIFIERS - *CENTRAL COLUMBIA HIGH SCHOOL

ABSTRACT - THIS REPORT CONTAINS INFORMATION RELATING TO THE SECOND YEAR EFFORTS OF A CAREER EDUCATION PROGRAM WITHIN THE CENTRAL COLUMBIA SCHOOL DISTRICT. THE ORIGINAL PROJECT, INVOLVING GRADES 9 THROUGH 12, WAS EXPANDED TO INCLUDE ALL GRADES FROM KINDERGARTEN THROUGH GRADE 12. A TEACHER WORKSHOP DESIGNED TO INTRODUCE REPRESENTATIVE TEACHERS FROM EACH GRADE AND DISCIPLINE TO THE CAREER EDUCATION CONCEPT EMPHASIZED CAREER AWARENESS IN ELEMENTARY GRADES, EXPLORATION IN THE MIDDLE SCHOOLS, AND PREPARATION IN THE HIGH SCHOOLS. AN EVALUATION OF THE PROJECT INCLUDED FIELD EVALUATIONS, ADMINISTRATIVE INTERVIEWS, PRE-AND POSTTEST MEASUREMENTS OF STUDENTS, SURVEY INFORMATION FROM THE 1972 GRADUATES, AND STATISTICS OF STUDENTS PLACED. RECOMMENDATIONS CONCERNED PROGRAM EXPANSION, EXPOSURE TO CAREER INFORMATION FOR THE COLLEGE BOUND STUDENTS AS WELL AS THE VOCATIONALLY ORIENTED, USE OF EMPLOYMENT DATA IN PLANNING CURRICULUMS, DISTRICT-WIDE PLANNING AND COORDINATING, AND USE OF COMPUTER TECHNOLOGY IN DATA HANDLING. (AUTHOR/MU)

VT 101 035
PROJECT GIVE (GUIDANCE IN VOCATIONAL EDUCATION): ELEMENTARY. FINAL REPORT.

GANNON COLL., ERIE, PA.
PENNSYLVANIA STATE DEPT. OF EDUCATION, HARRISBURG. BUREAU OF VOCATIONAL, TECHNICAL, AND CONTINUING EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 136P.

DESCRIPTORS - *VOCATIONAL DEVELOPMENT; *ELEMENTARY SCHOOL TEACHERS; *SUMMER INSTITUTES; *CAREER EDUCATION; *ELEMENTARY SCHOOL COUNSELORS
IDENTIFIERS - *PROJECT GIVE; GANNON COLLEGE

ABSTRACT - THIS REPORT DESCRIBES THE RECRUITING METHODS, PLANNING, AND PUBLICITY USED IN A PROJECT TO INTRODUCE THE TEACHERS INSTITUTE HELD AT GANNON COLLEGE IN ERIE, PENNSYLVANIA JUNE 17 TO JULY 22, 1972. PROVISIONS WERE MADE FOR 30 TEACHERS AND COUNSELORS IN GRADES 3 THROUGH 6. TWO WEEKS OF WORK AT THE ERIE COUNTY VOCATIONAL TECHNICAL SCHOOL AND TWO WEEKS IN INDUSTRY WERE INCORPORATED INTO THE PROGRAM TO GIVE PARTICIPANTS A FEELING FOR SOME OF THE PROBLEMS STUDENTS WILL BE FACING IN THEIR WORK ENVIRONMENT. BEHAVIORAL OBJECTIVES FOR THE DEVELOPMENT OF ELEMENTARY STUDENTS WERE WRITTEN IN THE FINAL WEEK OF THE INSTITUTE AND THEIR EFFECTIVENESS EVALUATED A YEAR LATER IN A FOLLOWUP WORKSHOP. (AUTHOR/MU)

VT 101 036
BAILEY, LARRY J., ED., AND OTHERS
FACILITATING CAREER DEVELOPMENT: AN ANNOTATED BIBLIOGRAPHY. FINAL REPORT. VOLUME II.

SOUTHERN ILLINOIS UNIV., CARBONDALE. COLL. OF EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-73-2979
PUB DATE - FEB74 273P.

DESCRIPTORS - *CAREER EDUCATION; *VOCATIONAL DEVELOPMENT; *ABSTRACTS; *ANNOTATED BIBLIOGRAPHIES; *LITERATURE REVIEWS

ABSTRACT - ABSTRACTS OF PUBLICATIONS CONCERNING CAREER

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DEVELOPMENT ARE ARRANGED INTO THE FOLLOWING SECTION IN THIS DOCUMENT: (1) THEORY AND RATIONALE OF CAREER EDUCATION, (2) COMPUTER-BASED GUIDANCE SYSTEMS, (3) CONFERENCES, WORKSHOPS, AND INSTITUTES, (4) MEASURING VOCATIONAL BEHAVIOR, (5) GAMING AND SIMULATION, (6) RESEARCH, EXEMPLARY PROJECTS, AND MODELS, AND (7) LOCALLY DEVELOPED PROGRAMS. WITHIN EACH CLASSIFICATION, EXCEPT THE FIRST WHICH IS A COMPILATION OF TITLES ONLY, RESUMES ARE LISTED ALPHABETICALLY BY AUTHOR AND INCLUDE TITLE, PUBLISHER, YEAR OF PUBLICATION, ED NUMBER, EDRS PRICE, AND THE ABSTRACT. (MU)

VT 101 037
CAREER EDUCATION PERSONNEL MODEL. SECONDARY ADMINISTRATOR MODEL.

MICHIGAN UNIV., ANN ARBOR. SCHOOL OF EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 11P.

DESCRIPTORS - *SECONDARY GRADES; *CAREER EDUCATION; *ADMINISTRATOR ROLE; *PROGRAM PLANNING; ADMINISTRATOR RESPONSIBILITY

ABSTRACT - ONE OF TEN MODELS FOR CAREER EDUCATION PERSONNEL, THIS DOCUMENT IDENTIFIES PEDAGOGICAL COMPETENCY STATEMENTS THAT WILL HELP SECONDARY SCHOOL ADMINISTRATORS PLAN AND IMPLEMENT A CAREER EDUCATION PROGRAM. IDENTIFIED BY A REVIEW OF CURRENT LITERATURE AND BY INTERVIEWING PRACTITIONERS IN ESTABLISHED CAREER EDUCATION PROGRAMS, THESE COMPETENCY STATEMENTS WERE EXPANDED TO INCLUDE PRACTICAL IDEAS FOR PROGRAM PLANNING. INCLUDED IN THE MODEL ARE SUGGESTED IMPLEMENTATION GUIDELINES AND ILLUSTRATION OF HOW COMPETENCY STATEMENTS MAY BE DEVELOPED INTO INSERVICE AND PRESERVICE TRAINING OBJECTIVES. (KH)

VT 101 038
CAREER EDUCATION PERSONNEL MODEL. SECONDARY COUNSELOR MODEL.

MICHIGAN UNIV., ANN ARBOR. SCHOOL OF EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 12P.

DESCRIPTORS - *SECONDARY SCHOOL COUNSELORS; *CAREER EDUCATION; *COUNSELOR ROLE; *PROGRAM PLANNING; COUNSELOR PERFORMANCE

ABSTRACT - ONE OF TEN MODELS FOR CAREER EDUCATION PERSONNEL, THIS DOCUMENT IDENTIFIES PEDAGOGICAL COMPETENCY STATEMENTS THAT WILL HELP SECONDARY LEVEL COUNSELORS PLAN AND IMPLEMENT A CAREER EDUCATION PROGRAM. IDENTIFIED BY A REVIEW OF CURRENT LITERATURE AND BY INTERVIEWING PRACTITIONERS IN ESTABLISHED CAREER EDUCATION PROGRAMS, THESE COMPETENCY STATEMENTS WERE EXPANDED TO INCLUDE PRACTICAL IDEAS FOR PROGRAM PLANNING. INCLUDED IN THE MODEL ARE SUGGESTED IMPLEMENTATION GUIDELINES AND ILLUSTRATION OF HOW COMPETENCY STATEMENTS MAY BE DEVELOPED INTO INSERVICE AND PRESERVICE TRAINING OBJECTIVES. (KH)

VT 101 039
CREDIT CARD FRAUD. STORE SECURITY

OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.; OHIO STATE DEPT. OF EDUCATION, COLUMBUS.
MF AVAILABLE IN VT-ERIC SET.
OHIO DISTRIBUTIVE EDUCATION MATERIALS LAB., THE OHIO STATE UNIV., 1885 NEIL AVE., 115 TOWNSHEND HALL, COLUMBUS, OHIO 43210
PUB DATE - ND 55P.

DESCRIPTORS - *INSTRUCTIONAL MATERIALS; *MANUALS; *TEACHING GUIDES; *SALES WORKERS; DISTRIBUTIVE EDUCATION; *CREDIT (FINANCE); ADULT EDUCATION
IDENTIFIERS - *CREDIT CARD FRAUDS

ABSTRACT - INTENDED TO ASSIST IN REDUCING CREDIT CARD FRAUD IN BUSINESS ESTABLISHMENTS, THIS COURSE CAN BE USED IN TRAINING EMPLOYEES TO EFFECTIVELY CONTROL THE PROBLEM AND TO INFORM THE PUBLIC OF THE PENALTIES FOR CONVICTION OF SUCH A CRIME. A TEACHING OUTLINE FOR THE COURSE IS PRESENTED WITH CONTENT AND SUGGESTED METHODOLOGY. ROUGHLY ORGANIZED FOR A 3-SESSION PROGRAM, THE COURSE COVERS SUCH TOPICS AS: (1) WAYS FRAUDULENT CARDS ARE OBTAINED AND USED, (2) SUGGESTIONS FOR REDUCING BUSINESS LOSSES VIA CREDIT CARD FRAUD, AND (3) LEGAL ASPECTS OF THE CRIME. SAMPLE HAND-OUT SHEETS AND A BIBLIOGRAPHY FOR FURTHER REFERENCE ARE INCLUDED. (KH)

VT 101 040
RATLIFF, LINDSAY
CURRICULUM GUIDE FOR MACHINE TRADES PROGRAM.

COLUMBUS STATE INST., COLUMBUS.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 65P.

DESCRIPTORS - *CURRICULUM GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *MACHINE TOOL OPERATORS; *MACHINE TOOLS; *METAL WORKING OCCUPATIONS

ABSTRACT - THESE TEN MODULES OF

INSTRUCTION FOR A MACHINE TRADES PROGRAM ARE INTRODUCED BY A DESCRIPTION OF THE MACHINE TRADES PROGRAM, ITS PHILOSOPHY, OBJECTIVES, PLAN OF INSTRUCTIONAL PROCEDURES, TEACHING AIDS, TESTING AND GRADING, SAFETY PRACTICES, AND CLASS RECORDS. THE TEN MODULES COVER INSTRUCTIONAL MATERIAL IN THE MACHINE TRADES CLASSIFIED AS BENCH WORK, DRILLING MACHINE WORK, ENGINE AND TURRET LATHE, POWER SAW, SHAPER WORK, MILLING MACHINE, PLANER WORK, GRINDER WORK, AND HEAT TREATING WORK. EACH MODULE CONTAINS LISTINGS OF BASIC OPERATIONS, VARIOUS PROCESSES PECULIAR TO ITS TRADE TECHNOLOGY, AND PROGRESS CHART HEADINGS. (MU)

VT 101 041
STINSON, RICHARD F.; WILLIAMS, WILLIAM
DEVELOPMENT OF SUPERVISED OCCUPATIONAL EXPERIENCE MATERIALS FOR ORNAMENTAL HORTICULTURE.

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK.
PENNSYLVANIA RESEARCH COORDINATING UNIT FOR VOCATIONAL EDUCATION, HARRISBURG.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 27SEP73 6P.

DESCRIPTORS - *MATERIAL DEVELOPMENT; *RECORDS (FORMS); *ORNAMENTAL HORTICULTURE; *WORKSHOPS; OFF FARM AGRICULTURAL OCCUPATIONS; *VOCATIONAL AGRICULTURE; AGRICULTURAL EDUCATION; WORK EXPERIENCE PROGRAMS

ABSTRACT - THE LACK OF APPROPRIATE RECORD FORMS FOR USE BY STUDENTS IN ORNAMENTAL HORTICULTURE WORK-EXPERIENCE PROGRAMS PROMPTED THE ACTIVITIES BRIEFLY DESCRIBED IN THIS DOCUMENT. A 5-DAY WORKSHOP INVOLVING VOCATIONAL AGRICULTURE TEACHERS AND TEACHER EDUCATION PERSONNEL PRODUCED SIX RECORD FORMS FOR VARIOUS AREAS OF ORNAMENTAL HORTICULTURE. THE RESULTING SEGMENTED PUBLICATION CAN BE USED AS A TEACHER REFERENCE UNIT, OR BY STUDENTS WORKING INDEPENDENTLY ON ANY OF THE NINE SEGMENTS OF THE SUBJECT. A FINAL RECOMMENDATION ENCOURAGES USE OF THE WORKSHOP TECHNIQUE IN THE DEVELOPMENT OF INSTRUCTIONAL MATERIALS BECAUSE OF ITS PRODUCTIVITY, EFFICIENCY, AND THE RESULTANT HIGH QUALITY PRODUCT. (KH)

VT 101 042
EXEMPLARY ENGLISH/LANGUAGE ARTS CURRICULUM DEVELOPMENT PROGRAM FOR VOCATIONAL-TECHNICAL EDUCATION STUDENTS. IMPLEMENTATION PHASE II. REPORT, JUNE 30, 1972 THROUGH JUNE 30, 1973.

NESHAMINY SCHOOL DISTRICT, LANGHORNE, PA.
BUCKS COUNTY VOCATIONAL-TECHNICAL SCHOOL, DOYLESTOWN, PA.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 73 350P.

DESCRIPTORS - *CAREER EDUCATION; *ENGLISH; *LANGUAGE ARTS; *VOCATIONAL EDUCATION; DEVELOPMENTAL PROJECTS
IDENTIFIERS - *NESHAMINY SCHOOL DISTRICT BUCKS COUNTY; PENNSYLVANIA

ABSTRACT - DESCRIBING AN EXEMPLARY PROGRAM IN THE NESHAMINY SENIOR HIGH SCHOOL OF BUCKS COUNTY, PENNSYLVANIA FOR THE TIME PERIOD FROM JUNE 30, 1970 THROUGH JUNE 30, 1973, THIS REPORT INCLUDES THE CURRICULUM INTEGRATING LANGUAGE ARTS AND OCCUPATIONAL INFORMATION FOR VOCATIONAL-TECHNICAL STUDENTS IN GRADES 11 AND 12, STUDENT EVALUATIONS, AND A SUMMARY OF THE 1972-1973 PROGRAM. AFTER TWO YEARS OF DEVELOPING AND IMPLEMENTING THIS VOCATIONAL-TECHNICAL PROGRAM, THE PARTICIPATING TEACHERS FEEL THAT GREAT STRIDES HAVE BEEN MADE TOWARD GIVING THE VOCATIONAL-TECHNICAL STUDENTS AN ENGLISH COURSE RELEVANT TO THEIR SPECIAL NEEDS WITHOUT ISOLATING THEM FROM THE REST OF THE SCHOOL. INCLUDED WITH THE REPORT ARE FIVE SEPARATELY BOUND SECTIONS: (1) A MID-YEAR REPORT, (2) TEACHING MATERIALS FOR GRADES 10, 11, AND 12 VOCATIONAL-TECHNICAL ENGLISH, (3) MODEL LEARNING PACKETS, (4) STUDENT EVALUATION TABLES, AND (5) EVALUATION FORMS. (AUTHOR/MU)

VT 101 043
MOORE, NORMAN R., ED.
LEARNING MATERIALS. FREE AND INEXPENSIVE. 17TH BIENNIAL EDITION.

GEORGE PEABODY COLL. FOR TEACHERS, NASHVILLE, TENN. DIV. OF SURVEYS AND FIELD SERVICES.
MF AVAILABLE IN VT-ERIC SET.
DIV. OF SURVEYS AND FIELD SERVICES, GEORGE PEABODY COLLEGE FOR TEACHERS, NASHVILLE, TENN. 37203 ($3.50).
PUB DATE - 74 251P.

DESCRIPTORS - *INSTRUCTIONAL AIDS; *INSTRUCTIONAL MATERIALS; *EDUCATIONAL RESOURCES; *RESOURCE GUIDES
IDENTIFIERS - *LOW COST INSTRUCTIONAL MATERIALS

ABSTRACT - THIS DOCUMENT IS THE LATEST EDITION OF A GUIDE TO EDUCATIONAL MATERIALS OBTAINABLE FROM PUBLIC AND PRIVATE SOURCES AT LITTLE OR NO COST. AN ANNOTATION FOR EACH OF MORE THAN 2,800 ITEMS

INCLUDED A DESCRIPTION OF THE ITEM, ITS SIZE, PRICE, AND ORDERING INFORMATION. ENTRIES ARE ARRANGED ALPHABETICALLY BY SUBJECT HEADINGS, CROSS-REFERENCED, AND INDEXED. AMONG THE AIDS LISTED ARE PAMPHLETS, CHARTS, MAPS, OUTLINES, UNITS, ACTIVITIES, PROJECTS AND FILMS. (KH)

VT 101 044
HATTSTAEDT, MARY JANE
DEVELOPMENT AND USE OF CHALLENGE EXAMS FOR CLINICAL LABORATORY NURSING II. PART I.

PIMA COMMUNITY COLL., TUCSON, ARIZ.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 03JUL74 200P.

DESCRIPTORS - *NURSING; *EQUIVALENCY TESTS; PEDIATRICS TRAINING; CLINICAL EXPERIENCE; *MATERIAL DEVELOPMENT; *PROGRAMED MATERIALS; INDEPENDENT STUDY; STANDARDIZED TESTS; *CRITERION REFERENCED TESTS

ABSTRACT - DESIGNED FOR NURSING II STUDENTS WITH PREVIOUS WORK EXPERIENCE, THIS PACKET OF CLINICAL CHALLENGE EXAMINATIONS COULD BE USED TO AVOID NEEDLESS REPETITION OF TRAINING. THE MATERIALS, DEVELOPED FROM APRIL 5 TO JUNE 30, 1974, INCLUDE CHALLENGE METHODS, CLINICAL CHALLENGE EXAMINATION OBJECTIVES, SELF STUDY GUIDES, AND PERFORMANCE EVALUATION TOOLS FOR PEDIATRIC, GERIATRIC, AND OBSTETRIC CLINICAL LABORATORIES. EACH OF THE THREE CLINICAL EXAMINATIONS HAS TWO OR MORE PARTS AND TO PROVE MASTERY OF ANY ONE AREA, STUDENTS MUST SUCCESSFULLY COMPLETE ALL PARTS. THE APPENDIX CONTAINS PERFORMANCE EVALUATION TOOLS FOR I.V. FLUID THERAPY, GIVING ORAL MEDICATIONS, A NURSING CARE PLAN, TEACHING-LEARNING SUGGESTIONS AND PATIENT PROBLEMS ANALYSIS. ALL OF THESE INSTRUMENTS ARE APPLICABLE TO A VARIETY OF CLINICAL SETTINGS NOT UNIQUE TO THE THREE AREAS OF PEDIATRICS, GERIATRICS, AND OBSTETRICS. AN ANNOTATED BIBLIOGRAPHY IS INCLUDED IN THE REPORT. (KH)

VT 101 045
RESEARCH IN MODERN MATHEMATICS AS APPLIED TO MACHINE TRADES. FINAL REPORT. MODERN MATHEMATICS AS APPLIED TO MACHINE TRADES. VOLUMES I AND II.

BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.; INDIANA STATE DEPT. OF PUBLIC INSTRUCTION, INDIANAPOLIS. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 700P.

DESCRIPTORS - *MATHEMATICAL APPLICATIONS; *MODERN MATHEMATICS; *MACHINE TOOL OPERATORS; *TRADE AND INDUSTRIAL EDUCATION; TEXTBOOKS

ABSTRACT - THIS DOCUMENT CONTAINS A REPORT OF A PROJECT TO DEVELOP RELATED MATHEMATICS MATERIALS FOR THE MACHINE TRADES USING MODERN TERMINOLOGY AND APPROACH. GOALS OF THE PROJECT WERE ESTABLISHED, BASIC OPERATIONS IN THE MACHINE TRADES WERE IDENTIFIED, AND TECHNICAL INFORMATION SHEETS FORMALIZED. THE BULK OF THE DOCUMENT IS THE RESULT OF THE RESEARCH IN THE 2-VOLUME TEXTBOOK, "MODERN MATHEMATICS AS APPLIED TO THE MACHINE TRADES." IN EACH OF THE TWO VOLUMES 75 TECHNICAL INFORMATION SHEETS CONTAIN OBJECTIVES, TECHNICAL INFORMATION, EXERCISES, AND ANSWERS. VOLUME 1 IS DESIGNED FOR FIRST YEAR MACHINE TOOL TECHNOLOGY STUDENTS AND VOLUME 2 IS DESIGNED FOR STUDENTS IN THE SECOND YEAR. IT IS ADVISED THAT ALL TEACHERS PLANNING TO USE THE VOLUMES PARTICIPATE IN INSERVICE WORKSHOPS OR TAKE AT LEAST ONE CLASS EMPHASIZING MODERN MATHEMATICS. (AUTHOR/MU)

VT 101 046
GUIDELINE OF CAREER EDUCATION ACTIVITIES. A STATEWIDE PROGRAM IN DEVELOPMENTAL VOCATIONAL GUIDANCE (K-12) AND OCCUPATIONAL PREPARATION FOR THE CHANGING WORLD OF WORK.

BISMARCK PUBLIC SCHOOLS, N. DAK.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.; NORTH DAKOTA STATE BOARD FOR VOCATIONAL EDUCATION, BISMARCK.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - SEP72 30P.

DESCRIPTORS - *CAREER EDUCATION; *INDUSTRIAL ARTS; *CAREER OPPORTUNITIES; *TEACHING GUIDES; LESSON PLANS; JUNIOR HIGH SCHOOL STUDENTS; *OCCUPATIONAL CLUSTERS; OCCUPATIONAL INFORMATION

ABSTRACT - AS PART OF A STATEWIDE PROGRAM IN CAREER EDUCATION, THIS TEACHING GUIDE FOR JUNIOR HIGH SCHOOL INDUSTRIAL ARTS IS DESIGNED TO PROVIDE STUDENTS WITH OCCUPATIONAL EXPLORATION ACTIVITIES INCLUDING CLASSROOM, SHOP, AND FIELD EXPERIENCES. ACTIVITY SHEETS IN THE PACKET PROVIDE BEHAVIORAL OBJECTIVES, ACTIVITIES WHICH CORRELATE WITH CAREER CLUSTERS IN INDUSTRIAL ARTS, SUGGESTED TEACHING TECHNIQUES AND LISTS OF RESOURCE

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MATERIALS FOR GIVEN GRADE LEVELS. GUIDELINES FOR SETTING UP FIELD TRIPS AND CONTACTING RESOURCE PERSONS ARE APPENDED, AS ARE THE ADDRESSES OF SUPPLIERS OF RESOURCE MATERIALS. (KH)

VT 101 047
EXPLORATORY WORK STUDY. 1970-71.

NORFOLK PUBLIC SCHOOLS, VA. DEPT. OF SPECIAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 29P.

DESCRIPTORS - OCCUPATIONAL INFORMATION; *SPECIAL EDUCATION; WORK STUDY PROGRAMS; SECONDARY GRADES; *SOCIAL STUDIES UNITS; *WORK ATTITUDES; WORK EXPERIENCE PROGRAMS; *PROGRAM DESCRIPTIONS; *EDUCABLE MENTALLY HANDICAPPED

ABSTRACT - INTENDED FOR USE IN TENTH GRADE SPECIAL EDUCATION CLASSES AS PART OF THE SOCIAL STUDIES CURRICULUM, THIS SPIRAL-BOUND TEACHING UNIT INTRODUCES THE NEW EDUCABLE MENTALLY HANDICAPPED STUDENTS TO THE BASIC CONCEPTS OF THE OCCUPATIONAL WORK EXPERIENCE PROGRAM. FOLLOWING AN EXPLANATION OF THE PROGRAMS' PURPOSE AND METHOD OF OPERATION, IS A CHAPTER DEALING WITH ATTITUDES TOWARD THE WORLD OF WORK, INCLUDING INFORMATION NECESSARY FOR EMPLOYMENT. SAMPLE APPLICATION FORMS AND WORK PERMITS IN THIS SECTION COULD BE DUPLICATED FOR CLASSROOM PRACTICE. A LIST OF SOME 53 JOB DESCRIPTIONS WRITTEN IN SIMPLE LANGUAGE COMPLETES THE UNIT. (KH)

VT 101 048
PERSONALITY DEVELOPMENT.

OHIO STATE UNIV., COLUMBUS. DISTRIBUTIVE EDUCATION MATERIALS LAB.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 30P.

DESCRIPTORS - *ADULT EDUCATION; *PERSONALITY DEVELOPMENT; *TEACHING GUIDES; TEACHING METHODS; *INSTRUCTIONAL MATERIALS; COURSE CONTENT

ABSTRACT - THIS TEACHING GUIDE FOR A COURSE IN PERSONALITY DEVELOPMENT CONTAINS AN OUTLINE OF MATERIAL TO BE COVERED IN SIX SESSIONS. DESIGNED FOR USE IN AN ADULT EDUCATION PROGRAM, THE GUIDE COVERS SUCH AREAS AS PERSONALITY INVENTORIES, EFFECTIVE COMMUNICATION, SUGGESTIONS FOR SPEECH-MAKING, AND ELEMENTS OF HUMAN UNDERSTANDING. DETAILED TEACHING SUGGESTIONS ARE PROVIDED AS WELL AS SAMPLE HANDOUT SHEETS WHICH CORRELATE WITH THE CLASSROOM INSTRUCTION. (KH)

VT 101 049
THE MONTGOMERY WARD PRE-CHRISTMAS TRAINING MANUAL.

MONTGOMERY WARD CO., AKRON, OHIO.; OHIO STATE UNIV., COLUMBUS. DISTRIBUTIVE EDUCATION MATERIALS LAB.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUN69 125P.

DESCRIPTORS - *MANUALS; *SALES WORKERS; COURSE CONTENT; *TRAINING TECHNIQUES; *ADULT EDUCATION; GROUP INSTRUCTION; *INSTRUCTIONAL MATERIALS; SALES OCCUPATIONS; DISTRIBUTIVE EDUCATION; *RETAILING

ABSTRACT - THE PURPOSE OF THIS MANUAL IS TO PROVIDE THE CLASSROOM INSTRUCTOR WITH A DETAILED COURSE OUTLINE FOR TRAINING EFFICIENT MONTGOMERY WARDS SALESPERSONS. ALTHOUGH DESIGNED FOR EIGHT 2-HOUR SESSIONS, THE MATERIAL IS FLEXIBLY PRESENTED FOR ADAPTATION TO VARIOUS SCHEDULES. THE LEFT HAND COLUMN OF THE OUTLINE DESCRIBES THE CONCEPTS TO BE TAUGHT, WHILE THE RIGHT HAND COLUMN GIVES THE SUGGESTED METHODOLOGY. DIRECTIONS FOR OBTAINING THE NECESSARY AUDIO-VISUAL MATERIALS ARE INCLUDED IN THE MANUAL AS ARE SAMPLE TRANSPARENCIES TO BE PROCESSED BY THE INSTRUCTOR. THE COURSE COVERS SUCH TOPICS AS SALES TECHNIQUES, CASH REGISTER PROCEDURES, COMPANY POLICIES AND STORE SECURITY. (KH)

VT 101 050
TOTH, ELIZABETH ANN
MYSTERY OF SELLING TO WOMEN.

OHIO STATE UNIV., COLUMBUS. DISTRIBUTIVE EDUCATION MATERIALS LAB.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 94P.

DESCRIPTORS - *MANUALS; *SALESMANSHIP; INDIVIDUAL STUDY; MOTIVATION TECHNIQUES; COMMUNICATION SKILLS; *INSTRUCTIONAL MATERIALS; *FEMALES; *RETAILING

ABSTRACT - THIS MANUAL OF SALESMANSHIP TECHNIQUES FOR SELLING TO WOMEN PROSPECTS IS CONSTRUCTED TO BE APPLICABLE TO BOTH CLASSROOM TEACHING AND SELF-INSTRUCTION. THE MANY SELF-DEVELOPMENT MATERIALS CONTAINED IN THE GUIDE COULD BE USEFUL TO SUPERVISORS AND EXECUTIVES AS WELL AS TO SALESPEOPLE. THE COURSE OFFERS SUGGESTIONS FOR THE APPLICATION OF MODERN TECHNIQUES OF MOTIVATION, COMMUNICATION, AND HUMAN ENGINEERING TO RETAIL SELLING. RELATED MATERIALS ON SALES METHODS ARE APPENDED ALONG WITH A GLOSSARY OF TERMS AND A

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BIBLIOGRAPHY. (KH)

VT 101 051
THE NEWSPAPER AS A TEACHING DEVICE.

BOWLING GREEN STATE UNIV., OHIO.; OHIO STATE UNIV., COLUMBUS. DISTRIBUTIVE EDUCATION MATERIALS LAB.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 34P.

DESCRIPTORS - *DISTRIBUTIVE EDUCATION; *NEWSPAPERS; *ACTIVITY UNITS; *MANUALS; SKILL DEVELOPMENT; *TEACHING GUIDES; TEACHING METHODS

ABSTRACT - THE VARIOUS TEACHING METHODS IN THIS MANUAL, WITH THE NEWSPAPER AS THE PRIMARY INSTRUMENT FOR LEARNING, HAVE BEEN LISTED UNDER MAJOR UNITS TAUGHT IN MOST DISTRIBUTIVE EDUCATION PROGRAMS. SUGGESTIONS ARE GIVEN FOR USING A DAILY NEWSPAPER TO TEACH ADVERTISING, BUSINESS COMMUNICATION, PRICING POLICY, DISPLAY, JOB APPLICATION, ECONOMICS AND OTHER SKILLS THAT CAN BE APPLIED TO THE STUDENTS' WORK EXPERIENCES. EACH UNIT INCLUDES A LIST OF OBJECTIVES FOLLOWED BY A TEACHING PLAN CONSISTING OF TOPICS TO BE COVERED AND THE CORRESPONDING TECHNIQUES FOR INSTRUCTION. (KH)

VT 101 052
KOENINGER, JIMMY G.; KOENINGER, GLEN
THE CONSUMER'S PURCHASING AGENT--THE RETAIL BUYER.

MF AVAILABLE IN VT-ERIC SET.
DISTRIBUTIVE EDUCATION MATERIALS LAB., OHIO STATE UNIV., 1885 NEIL AVENUE, 115 TOWNSHEND HALL, COLUMBUS, OHIO 43210.
PUB DATE - JAN72 55P.

DESCRIPTORS - *DISTRIBUTIVE EDUCATION; *RETAILING; *MERCHANDISING; *MARKETING; *PURCHASING

ABSTRACT - THIS MANUAL WAS DEVELOPED TO PROVIDE DISTRIBUTIVE EDUCATION TEACHER-COORDINATORS WITH INSTRUCTIONAL MATERIALS THAT CAN BE USED TO SUPPLEMENT EXISTING TEXTBOOK OFFERINGS IN THE AREA OF RETAIL BUYING. THE MANUAL CONTAINS FOUR SECTIONS ON OUTLINE, REFERENCES, ACTIVITY MATERIALS, AND TRANSPARENCY MASTERS. THE TEACHING GUIDE IS DIVIDED INTO FOUR COLUMNS. THE FIRST COLUMN INCLUDES A SUGGESTED INSTRUCTIONAL OUTLINE. COLUMN TWO, WITH THE HEADING "T" IDENTIFIES THE TRANSPARENCY THAT CORRESPONDS WITH THE OUTLINE. THE THIRD COLUMN DENOTES THE STUDENT ACTIVITY THAT CORRESPONDS WITH THE OUTLINE AND COLUMN FOUR GIVES SUGGESTIONS AND REFERENCES. CONTENT COVERS THE FOLLOWING TOPICS: (1) THE ROLE OF RETAILING, (2) DETERMINING WHAT MERCHANDISE TO BUY, (3) SELECTING BUYING SOURCES, (4) NEGOTIATING FOR MERCHANDISE, AND (5) THE MERCHANDISE ORDER. (AUTHOR/MU)

VT 101 053
SHOP PROJECTS.

OKLAHOMA STATE DEPT. OF VOCATIONAL AND TECHNICAL EDUCATION, STILLWATER. CURRICULUM AND INSTRUCTIONAL MATERIALS CENTER.
DOCUMENT NOT AVAILABLE IN VT-ERIC SET.
PUB DATE - 73 100P.

DESCRIPTORS - *VOCATIONAL AGRICULTURE; *SHOP CURRICULUM; *AGRICULTURAL MACHINERY; EQUIPMENT; *ILLUSTRATIONS; *TEACHER DEVELOPED MATERIALS

ABSTRACT - VOCATIONAL AGRICULTURE TEACHERS IN OKLAHOMA PREPARED THE SHOP PROJECT DRAWINGS WHICH COMPRISE THIS DOCUMENT. THE DRAWINGS INCLUDE LISTS OF MATERIALS AND MEASUREMENTS FOR BUILDING SEVERAL DOZEN DIFFERENT ITEMS OF FARM EQUIPMENT SUCH AS TRAILERS, RACKS, CHUTES, FEEDERS, GATES, TABLES, AND CRATES. (MF)

VT 101 054
ORIENTATION TO MARKETING CAREERS.

FLORIDA STATE DEPT. OF EDUCATION, TALLAHASSEE. DIV. OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION.
DOCUMENT NOT AVAILABLE IN VT-ERIC SET.
PUB DATE - 74 330P.

DESCRIPTORS - *DISTRIBUTIVE EDUCATION; *MARKETING; *OCCUPATIONAL INFORMATION; *CURRICULUM GUIDES; TEACHING GUIDES; *CAREER OPPORTUNITIES

ABSTRACT - THIS CURRICULUM GUIDE, DEVELOPED AROUND THE EIGHT MARKETING FUNCTIONS, CONTAINS A TEACHING GUIDE AND A SECTION OF STUDENT MATERIALS FOR A 6 OR 9-WEEK UNIT OF INSTRUCTION AT THE MIDDLE OR JUNIOR HIGH SCHOOL LEVEL. THE TEACHING GUIDE CONTAINS SUBJECT MATTER CONCEPTS OF MARKETING FUNCTIONS AND INDUSTRIES, LEARNING ACTIVITIES, RESOURCES, AND KEYS TO TESTS. THE STUDENT SECTION CONTAINS HANDOUTS, PRE-AND POSTTESTS, AND SPECIAL RESOURCES. MATERIAL IS KEYED TO THE LEARNING OBJECTIVES OF OCCUPATIONAL INFORMATION, MARKETING ACTIVITIES, AND TYPES OF MARKETING BUSINESSES. THE GUIDE IS ORGANIZED SO THAT THE TEACHER MAY USE ONE UNIT OR MORE AS BEST FITS

THE NEEDS OF THE COURSE IN OCCUPATIONAL ORIENTATION IN WHICH IT IS USED. (MU)

VT 101 055
COWAN, EARL, AND OTHERS
WELDING.

OKLAHOMA STATE BOARD FOR VOCATIONAL EDUCATION, STILLWATER. DIV. OF TECHNICAL EDUCATION.
DOCUMENT NOT AVAILABLE IN VT-ERIC SET.
PUB DATE - 74 360P.

DESCRIPTORS - *STATE CURRICULUM GUIDES; *WELDING; *TRADE AND INDUSTRIAL EDUCATION; *TEACHING GUIDES; *METAL WORKING OCCUPATIONS IDENTIFIERS - *OKLAHOMA

ABSTRACT - THIS CURRICULUM GUIDE IS DESIGNED TO PROVIDE A BASIC CORE OF WELDING INSTRUCTION FOR VOCATIONAL EDUCATION IN OKLAHOMA. THE GUIDE INCLUDES SIX AREAS OF SUBJECT MATTER PROVIDING TWO OR MORE UNITS OF INSTRUCTION IN EACH AREA. EACH UNIT IS BASED ON BEHAVIORAL OBJECTIVES TO PROVIDE DIRECTION TO THE TEACHING-LEARNING PROCESS AND CONTAINS SUGGESTED ACTIVITIES, INFORMATION SHEETS, TRANSPARENCY MASTERS, JOB SHEETS, AND ASSIGNMENT SHEETS. SUBJECT MATTER INCLUDES SAFETY PRACTICES, METALS, BASIC BLUEPRINT READING, AND OXYACETYLENE, ARC, AND GAS ARC WELDING. RELATED MATERIALS INCLUDE INFORMATION ON PARLIAMENTARY PROCEDURE, PUBLIC SPEAKING, LEADERSHIP, JOB APPLICATION, AND MEASUREMENTS USED IN THE INDUSTRY. (MU)

VT 101 056
AUTO MECHANICS WORKBOOK. PART 4.

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO. BUREAU OF INDUSTRIAL EDUCATION.
DOCUMENT NOT AVAILABLE IN VT-ERIC SET.
CALIFORNIA STATE DEPT. OF EDUCATION, BUSINESS SERVICE SECTION, TEXTBOOK AND PUBLICATION SALES, 721 CAPITOL MALL, SACRAMENTO, CALIFORNIA 95814.
PUB DATE - 73 167P.

DESCRIPTORS - *WORKBOOKS; *AUTO MECHANICS; *APPRENTICESHIPS; ON THE JOB TRAINING; *TRADE AND INDUSTRIAL EDUCATION; *INSTRUCTIONAL MATERIALS

ABSTRACT - WRITTEN FOR A 4-YEAR APPRENTICESHIP TRAINING PROGRAM, THIS WORKBOOK PROVIDES CURRENT, ACCURATE INFORMATION NEEDED TO MEET THE TECHNICAL DEMANDS OF THE AUTO MECHANICS TRADE. FOR EACH TOPIC COVERED IN THE MANUAL, A LIST OF STUDY ASSIGNMENTS IS FOLLOWED BY A STUDY GUIDE, REQUIRING SHORT COMPLETION ANSWERS FROM THE STUDENT. AN ASSIGNMENT CHECKLIST IS PROVIDED WITH THE TABLE OF CONTENTS TO GIVE AN ACCURATE RECORD OF THE WORK COMPLETED AND TO AVOID DUPLICATION OF TRAINING. (KH)

VT 101 057
URBAN, STANLEY J., ED.; TSUJI, THOMAS, ED.
THE SPECIAL NEEDS STUDENT IN VOCATIONAL EDUCATION: SELECTED READINGS.

MSS INFORMATION CORP., NEW YORK, N.Y.
DOCUMENT NOT AVAILABLE IN VT-ERIC SET.
MSS INFORMATION CORP., 655 MADISON AVE., N.Y., N.Y. 10021 ($7.50)
PUB DATE - JUN74 286P.

DESCRIPTORS - *SPECIAL EDUCATION; *VOCATIONAL EDUCATION; *HANDICAPPED STUDENTS; EDUCABLE MENTALLY HANDICAPPED; PHYSICALLY HANDICAPPED; *DISADVANTAGED YOUTH; EMPLOYMENT POTENTIAL; FEDERAL LAWS; *RESOURCE MATERIALS

ABSTRACT - A BOOK ABOUT "SPECIAL NEEDS" CHILDREN IN VOCATIONAL EDUCATION, THIS VOLUME FOCUSES ON IDEAS AND ISSUES RELATED TO THE GENERAL PROBLEM OF DELIVERING SPECIAL EDUCATIONAL SERVICES; THE ROLE OF LAW IN ASSURING THAT THE SPECIAL NEEDS CHILD RECEIVES VOCATIONAL TRAINING; HANDICAPPED AND DISADVANTAGED CHILDREN IN VOCATIONAL EDUCATION CLASSES; CAREER EDUCATION AND THE CHILD WITH SPECIAL NEEDS; THE IMPORTANCE OF PROPER PERSONNEL IN IMPLEMENTING PROGRAMS; AND THE IMPORTANCE OF UNDERSTANDING SOURCES OF ASSISTANCE. THE BOOK IS AIMED AT THE CURRENT OR POTENTIAL VOCATIONAL EDUCATOR WHO HAS LITTLE BACKGROUND IN THE EDUCATION OF THE HANDICAPPED OR DISADVANTAGED. ARTICLES ARE FROM A WIDE VARIETY OF SOURCES, SOME EMPIRICAL AND OTHERS DESCRIPTIVE. OPPOSING VIEWPOINTS ARE PRESENTED TO SHOW THAT THERE IS NOT NECESSARILY ONE BEST WAY TO PROVIDE FOR SPECIAL STUDENTS. (MF)

VT 101 058
CAREER DEVELOPMENT. PUPIL POTENTIALS LABS. STUDENT.

ROBBINSDALE INDEPENDENT SCHOOL DISTRICT 281, MINN.
MINNESOTA ENVIRONMENTAL SCIENCES FOUNDATION, INV., MINNEAPOLIS.
DOCUMENT NOT AVAILABLE IN VT-ERIC SET.
PUB DATE - AUG72 13P.

DESCRIPTORS - *CAREER EDUCATION; *VOCATIONAL DEVELOPMENT; *OCCUPATIONAL GUIDANCE;

BEST COPY AVAILABLE

*VOCATIONAL INTERESTS; *EDUCATIONAL INTEREST; INTERACTION
IDENTIFIERS - *HOSTERMAN JUNIOR HIGH SCHOOL

ABSTRACT - TO INCREASE CAREER AWARENESS AMONG THE STUDENTS OF HOSTERMAN JUNIOR HIGH SCHOOL IN THE MINNEAPOLIS AREA, THIS STUDY GUIDE PROVIDES A MEANS OF IDENTIFYING AND INVESTIGATING OCCUPATIONS OF INTEREST TO INDIVIDUAL STUDENTS BY INTERACTION WITH THE STAFF MEMBERS OF THE SCHOOL. INFORMATION IS GIVEN FOR ARRANGING INTERVIEWS WITH STAFF MEMBERS WHOSE WORK OR HOBBY EXPERIENCES CAN INCREASE THE STUDENT'S SELF CONCEPT AND REINFORCE HIS OCCUPATIONAL OR EDUCATIONAL INTERESTS AND IDEAS ABOUT A POSSIBLE CAREER. A DIRECTORY OF THE HOSTERMAN JUNIOR HIGH SCHOOL FOR USE IN CONNECTION WITH THIS GUIDE IS AVAILABLE AS VT 101 018. (MU)

VT 101 059
CAREER DEVELOPMENT. PUPILS POTENTIALS LABS. PARENT PACKET.

ROBBINSDALE INDEPENDENT SCHOOL DISTRICT 281, MINN.
MINNESOTA ENVIRONMENTAL SCIENCES FOUNDATION, INC., MINNEAPOLIS.
DOCUMENT NOT AVAILABLE IN VT-ERIC SET.
PUB DATE - AUG72 15P.

DESCRIPTORS - *OCCUPATIONAL DEVELOPMENT; *CAREER OPPORTUNITIES; *OCCUPATIONAL GUIDANCE; *PARENT ROLE; *PARENT SCHOOL RELATIONSHIP; PARENT TEACHER COOPERATION; PARENT STUDENT RELATIONSHIP

ABSTRACT - TO AID THE PARENTS OF STUDENTS IN HOSTERMAN JUNIOR HIGH SCHOOL IN ENLARGING THEIR CHILDREN'S CAREER CHOICES, THIS GUIDE PROVIDES THEM WITH INFORMATION ABOUT THE SCHOOL AND ITS WORK IN CAREER GUIDANCE. THE ACTIVITIES PROVIDED TO ENCOURAGE INTERACTIONS OF STUDENTS AND SCHOOL STAFF MEMBERS ARE EXPLAINED AND ACTIVE PARTICIPATION OF PARENTS IS SUGGESTED. PARENTS ARE ENCOURAGED TO DISCUSS THEIR OWN WORK WITH STUDENTS AS WELL AS THE OCCUPATIONS THEY LEARN OF IN THEIR OWN JOBS. (MU)

VT 101 060
PERALES, AURORA, ED., AND OTHERS
COMMUNITY HEALTH WORKER PROGRAM MANUAL.

CALIFORNIA MEDICAL EDUCATION AND RESEARCH FOUNDATION, SAN FRANCISCO.
DOCUMENT NOT AVAILABLE IN VT-ERIC SET.
PUB DATE - MAY74 175P.

DESCRIPTORS - *HEALTH PERSONNEL; *HEALTH OCCUPATIONS; *PROGRAM GUIDES; *ADMINISTRATOR GUIDES; *HEALTH OCCUPATIONS EDUCATION; COMMUNITY HEALTH SERVICES; MANUALS
IDENTIFIERS - *CALIFORNIA

ABSTRACT - TO PROVIDE INFORMATION FOR PERSONS WHO ARE SETTING UP TRAINING PROGRAMS FOR COMMUNITY HEALTH WORKERS, THIS MANUAL DESCRIBES THE DUTIES AND DEFINES THE ROLE OF THIS NEWCOMER TO THE FIELD OF HEALTH CARE OCCUPATIONS. A SET OF BEHAVIORAL OBJECTIVES PROVIDES A SUGGESTED OUTLINE OF THE COURSE CONTENT NEEDED IN A TRAINING PROGRAM FOR THE OCCUPATION. INFORMATION ON PLANNING AND IMPLEMENTING THE PROGRAM DETAILS WHAT KINDS OF COMMUNITY SURVEYS TO MAKE AND HOW TO FORM AN ADVISORY COMMITTEE FOR DEVELOPING A SUITABLE CURRICULUM. A STEP-BY-STEP GUIDE IS GIVEN FOR THINKING THROUGH THE TASK ANALYSIS AND CURRICULUM NEEDS, MAKING DECISIONS CONCERNING THE USE OF AN EXISTING EDUCATIONAL INSTITUTION, OR WORKING WITHIN ONE OF THE CALIFORNIA COMMUNITY COLLEGES. A SUGGESTED CURRICULUM DIVIDES THE MATERIAL INTO TWO PARTS, A HUMAN SERVICE ELEMENT AND HEALTH CARE SKILLS. METHODS OF SUPERVISING THE COMMUNITY HEALTH WORKER ARE EXAMINED. (MU)

VT 101 061
RICH, JAMES R., JR.
GETTING THE RIGHT JOB.

CHOFFIN VOCATIONAL CENTER, YOUNGSTOWN, OHIO.; OHIO STATE UNIV., COLUMBUS. DISTRIBUTIVE EDUCATION MATERIALS LAB.
DOCUMENT NOT AVAILABLE IN VT-ERIC SET.
PUB DATE - 69 75P.

DESCRIPTORS - *DISTRIBUTIVE EDUCATION; *TEACHING GUIDES; TEACHER DEVELOPED MATERIALS; *INSTRUCTIONAL MATERIALS; COURSE CONTENT; *EMPLOYMENT QUALIFICATIONS; *JOB APPLICATION; COOPERATIVE EDUCATION; PROJECT TRAINING METHODS

ABSTRACT - THIS FLEXIBLE 2-WEEK UNIT FOR DISTRIBUTIVE EDUCATION COORDINATORS WAS WRITTEN TO HELP PREPARE STUDENTS INTENDING TO APPLY FOR JOB TRAINING STATIONS. COURSE CONTENT IS LISTED ON THE LEFT HAND SIDE OF EACH PAGE AND THE CORRESPONDING TEACHING SUGGESTIONS ON THE RIGHT. THE UNIT IS DIVIDED INTO SIX TOPICS: (1) CAREER OBJECTIVES, (2) THE LETTER OF APPLICATION, (3) THE PERSONAL DATA SHEET, (4) GOOD BUSINESS GROOMING, (5) EMPLOYMENT APPLICATIONS, AND (6) JOB

INTERVIEWS. EACH TOPIC HAS ITS OWN SET OF TRANSPARENCY ORIGINALS FROM WHICH DITTO COPIES CAN BE MADE FOR PASS-OUT MATERIAL. (KH)

VT 101 062
FLOOR COVERING. PART I. RESILIENT COVERINGS. WORKBOOK. (REVISED EDITION).

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO. BUREAU OF INDUSTRIAL EDUCATION.
DOCUMENT NOT AVAILABLE IN VT-ERIC SET.
CALIFORNIA STATE DEPT. OF EDUCATION, BUSINESS SERVICE SECTION, TEXTBOOK AND PUBLICATION SALES, 721 CAPITOL MALL, SACRAMENTO, CALIFORNIA 95814.
PUB DATE - 73 309P.

DESCRIPTORS - *ARCHITECTURAL ELEMENTS; *FLOOR LAYERS; *FLOORING; *WORKBOOKS; *TRADE AND INDUSTRIAL EDUCATION; BUILDING TRADES; SUPPLEMENTARY TEXTBOOKS; CONSTRUCTION (PROCESS)

ABSTRACT - THIS COURSE OUTLINE PROVIDES INSTRUCTORS OF APPRENTICESHIP PROGRAMS WITH TEN UNITS OF INFORMATION ABOUT RESILIENT FLOOR COVERINGS. OVER 50 TOPICS ARE INCLUDED, EACH CONTAINING SUBJECT MATTER INFORMATION AND A STUDY GUIDE WHICH CAN BE USED AS A WORKBOOK. MANY WORKING DRAWINGS ILLUSTRATE THE SUBJECT MATTER WHICH CONTAINS INFORMATION ON THE TRADE, BLUEPRINT READING, RELATED MATHEMATICS, SURFACE PREPARATION, TILE INSTALLATION, COVING SHEET GOODS, AND REPAIR AND MAINTENANCE. A GLOSSARY OF TERMS IS INCLUDED. (MU)

INSTRUCTIONAL MATERIALS SUBJECT INDEX

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the Thesaurus of ERIC Descriptors, are listed in alphabetical order.

As shown in the example below, the page on which the document abstract appears is displayed above the title.

ACCIDENT PREVENTION
VT 100 011 3
UPS AND DOWNS: THE BASIC PRINCIPLES OF LADDER SAFETY.

ACCOUNTING
VT 100 009 3
BUDGETING AND SPENDING.
VT 100 015 4
FARM RECORDS--A MANAGEMENT TOOL
VT 100 144 37
CLIFFS KEYNOTE REVIEWS: ACCCUNTING.

SUBJECT INDEX

	PAGE
ABSTRACTS	
VT 101 036 FACILITATING CAREER DEVELOPMENT: AN ANNOTATED BIBLIOGRAPHY. FINAL REPORT. VOLUME II.	947
ACCREDITATION (INSTITUTIONS)	
VT 101 005 EVALUATION OF VOCATIONAL/TECHNICAL EDUCATION. INSTRUMENTS AND PROCEDURES.	938
ACTIVITY UNITS	
VT 101 007 COMPREHENSIVE CAREER EDUCATION DEVELOPMENT PROJECT. MUSKEGON PUBLIC SCHOOLS. CURRICULUM BASED UNIT PLANS. 7-9.	939
VT 101 008 COMPREHENSIVE CAREER EDUCATION DEVELOPMENT PROJECT. MUSKEGON PUBLIC SCHOOLS. CURRICULUM BASED UNIT PLANS. K-6.	939
VT 101 009 COMPREHENSIVE CAREER EDUCATION DEVELOPMENT PROJECT. MUSKEGON PUBLIC SCHOOLS. CURRICULUM BASED UNIT PLANS. 10-12.	940
VT 101 051 THE NEWSPAPER AS A TEACHING DEVICE.	952
ADMINISTRATIVE PERSONNEL	
VT 101 025 CAREER EDUCATION PERSONNEL MODEL. MIDDLE OR JUNIOR HIGH ADMINISTRATOR MODEL.	944
VT 101 028 CAREER EDUCATION PERSONNEL MODEL. ELEMENTARY ADMINISTRATOR MODEL.	945
ADMINISTRATOR EDUCATION	
VT 101 025 CAREER EDUCATION PERSONNEL MODEL. MIDDLE OR JUNIOR HIGH ADMINISTRATOR MODEL.	944
VT 101 028 CAREER EDUCATION PERSONNEL MODEL. ELEMENTARY ADMINISTRATOR MODEL.	945
ADMINISTRATOR GUIDES	
VT 101 060 COMMUNITY HEALTH WORKER PROGRAM MANUAL.	954
ADMINISTRATOR ROLE	
VT 101 037 CAREER EDUCATION PERSONNEL MODEL. SECONDARY ADMINISTRATOR MODEL.	948
ADULT EDUCATION	
VT 101 048 PERSONALITY DEVELOPMENT.	951
VT 101 049 THE MONTGOMERY WARD PRE-CHRISTMAS TRAINING MANUAL.	951
AGRICULTURAL EDUCATION	
VT 101 016 CHEMICAL FEATURES OF SOIL. ADVANCED CROP AND SOIL SCIENCE. A COURSE OF STUDY.	941
VT 101 033 AGRICULTURAL ENVIRONMENTAL TECHNOLOGY.	946
AGRICULTURAL MACHINERY	
VT 101 053 SHOP PROJECTS.	952
ANNOTATED BIBLIOGRAPHIES	
VT 101 036 FACILITATING CAREER DEVELOPMENT: AN ANNOTATED BIBLIOGRAPHY. FINAL REPORT. VOLUME II.	947
APICULTURE	
VT 101 010 INDIVIDUALIZED STUDY GUIDE ON APICULTURE. INSTRUCTOR'S GUIDE.	940
VT 101 011 INDIVIDUALIZED STUDY GUIDE ON APICULTURE. STUDENT GUIDE.	940
APPRENTICESHIPS	
VT 101 056 AUTO MECHANICS WORKBOOK. PART 4.	953
ARCHITECTURAL ELEMENTS	
VT 101 062 FLOOR COVERING. PART I. RESILIENT COVERINGS. WORKBOOK. (REVISED EDITION).	955
AUTO MECHANICS	
VT 101 056 AUTO MECHANICS WORKBOOK. PART 4.	953
CALIFORNIA	
VT 101 060 COMMUNITY HEALTH WORKER PROGRAM MANUAL.	954
CAREER EDUCATION	
VT 101 001 CAREERS.	938

SUBJECT INDEX

PAGE

VT 101 006 939
PROJECT GROW (GREEN RIVER OPPORTUNITIES FOR WORK). HISTORY REPORT. FINAL REPORT. GUIDE FOR THE LEARNING CONCEPTS IN CAREER DEVELOPMENT KIT. LEARNING CONCEPTS IN CAREER DEVELOPMENT KIT.

VT 101 007 939
COMPREHENSIVE CAREER EDUCATION DEVELOPMENT PROJECT. MUSKEGON PUBLIC SCHOOLS. CURRICULUM BASED UNIT PLANS. 7-9.

VT 101 008 939
COMPREHENSIVE CAREER EDUCATION DEVELOPMENT PROJECT. MUSKEGON PUBLIC SCHOOLS. CURRICULUM BASED UNIT PLANS. K-6.

VT 101 009 940
COMPREHENSIVE CAREER EDUCATION DEVELOPMENT PROJECT. MUSKEGON PUBLIC SCHOOLS. CURRICULUM BASED UNIT PLANS. 10-12.

VT 101 019 942
CAREER DEVELOPMENT. THE FAMILY-HOME-COMMUNITY PROJECT.

VT 101 021 943
CAREER EDUCATION PERSONNEL MODEL. COMPREHENSIVE MODEL.

VT 101 022 943
CAREER EDUCATION PERSONNEL MODEL. SECONDARY TEACHER MODEL.

VT 101 023 943
CAREER EDUCATION PERSONNEL MODEL. ELEMENTARY COUNSELOR MODEL.

VT 101 024 943
CAREER EDUCATION PERSONNEL MODEL. ELEMENTARY TEACHER MODEL.

VT 101 025 944
CAREER EDUCATION PERSONNEL MODEL. MIDDLE OR JUNIOR HIGH ADMINISTRATOR MODEL.

VT 101 026 944
CAREER EDUCATION PERSONNEL MODEL. MIDDLE OR JUNIOR HIGH COUNSELOR MODEL.

VT 101 027 944
CAREER EDUCATION PERSONNEL MODEL. MIDDLE OR JUNIOR HIGH TEACHER MODEL.

VT 101 028 945
CAREER EDUCATION PERSONNEL MODEL. ELEMENTARY ADMINISTRATOR MODEL.

VT 101 029 945
CAREER EDUCATION MATERIALS. TEACHERS RESOURCE GUIDES.

VT 101 030 945
INDIVIDUALIZED, PERFORMANCE-BASED CURRICULUM AT THE MINNEAPOLIS AREA VOCATIONAL TECHNICAL INSTITUTE. INTERIM REPORT. INSTRUCTIONAL MATERIALS.

PAGE

VT 101 032 946
PROJECT CAREER EXPLORATION. FINAL REPORT.

VT 101 034 947
DEVELOPMENT OF MODULAR COURSES IN VOCATIONAL CURRICULUM TO FACILITATE INDIVIDUALIZED SCHEDULING TO MEET THE OCCUPATIONAL OBJECTIVES OF EACH STUDENT. SECOND YEAR REPORT.

VT 101 035 947
PROJECT GIVE (GUIDANCE IN VOCATIONAL EDUCATION): ELEMENTARY. FINAL REPORT.

VT 101 036 947
FACILITATING CAREER DEVELOPMENT: AN ANNOTATED BIBLIOGRAPHY. FINAL REPORT. VOLUME II.

VT 101 037 948
CAREER EDUCATION PERSONNEL MODEL. SECONDARY ADMINISTRATOR MODEL.

VT 101 038 948
CAREER EDUCATION PERSONNEL MODEL. SECONDARY COUNSELOR MODEL.

VT 101 042 949
EXEMPLARY ENGLISH/LANGUAGE ARTS CURRICULUM DEVELOPMENT PROGRAM FOR VOCATIONAL-TECHNICAL EDUCATION STUDENTS. IMPLEMENTATION PHASE II. REPORT. JUNE 30, 1972 THROUGH JUNE 30, 1973.

VT 101 046 950
GUIDELINE OF CAREER EDUCATION ACTIVITIES. A STATEWIDE PROGRAM IN DEVELOPMENTAL VOCATIONAL GUIDANCE (K-12) AND OCCUPATIONAL PREPARATION FOR THE CHANGING WORLD OF WORK.

VT 101 058 953
CAREER DEVELOPMENT. PUPIL POTENTIALS LABS. STUDENT.

CAREER OPPORTUNITIES

VT 101 032 946
PROJECT CAREER EXPLORATION. FINAL REPORT.

VT 101 046 950
GUIDELINE OF CAREER EDUCATION ACTIVITIES. A STATEWIDE PROGRAM IN DEVELOPMENTAL VOCATIONAL GUIDANCE (K-12) AND OCCUPATIONAL PREPARATION FOR THE CHANGING WORLD OF WORK.

VT 101 054 952
ORIENTATION TO MARKETING CAREERS.

VT 101 059 954
CAREER DEVELOPMENT. PUPILS POTENTIALS LABS. PARENT PACKET.

SUBJECT INDEX

PAGE

CAREERS
VT 101 001 938
CAREERS.
VT 101 019 942
CAREER DEVELOPMENT. THE FAMILY-HOME-COMMUNITY PROJECT.

CENTRAL COLUMBIA HIGH SCHOOL
VT 101 034 947
DEVELOPMENT OF MODULAR COURSES IN VOCATIONAL CURRICULUM TO FACILITATE INDIVIDUALIZED SCHEDULING TO MEET THE OCCUPATIONAL OBJECTIVES OF EACH STUDENT. SECOND YEAR REPORT.

COUNSELING PROGRAMS
VT 101 020 942
CAREER DEVELOPMENT. PUPILS POTENTIALS LABS. STAFF PACKET.

COUNSELOR ROLE
VT 101 038 948
CAREER EDUCATION PERSONNEL MODEL. SECONDARY COUNSELOR MODEL.

COURSE CONTENT
VT 101 012 940
WHAT IS SOIL? ADVANCED CROP AND SOIL SCIENCE. A COURSE OF STUDY.
VT 101 013 941
SOIL EROSION. ADVANCED CROP AND SOIL SCIENCE. A COURSE OF STUDY.
VT 101 014 941
SOIL WATER. ADVANCED CROP AND SOIL SCIENCE. A COURSE OF STUDY.
VT 101 015 941
PHYSICAL FEATURES OF SOIL. ADVANCED CROP AND SOIL SCIENCE. A COURSE OF STUDY.

CREDIT (FINANCE)
VT 101 039 948
CREDIT CARD FRAUD. STORE SECURITY.

CREDIT CARD FRAUDS
VT 101 039 948
CREDIT CARD FRAUD. STORE SECURITY.

CRITERION REFERENCED TESTS
VT 101 044 950
DEVELOPMENT AND USE OF CHALLENGE EXAMS FOR CLINICAL LABORATORY NURSING II. PART I.

PAGE

CURRICULUM DEVELOPMENT
VT 101 034 947
DEVELOPMENT OF MODULAR COURSES IN VOCATIONAL CURRICULUM TO FACILITATE INDIVIDUALIZED SCHEDULING TO MEET THE OCCUPATIONAL OBJECTIVES OF EACH STUDENT. SECOND YEAR REPORT.

CURRICULUM GUIDES
VT 101 002 938
HOME ECONOMICS CURRICULUM GUIDE FOR MIDDLE SCHOOL. GRADES 6-8.
VT 101 033 946
AGRICULTURAL ENVIRONMENTAL TECHNOLOGY.
VT 101 040 948
CURRICULUM GUIDE FOR MACHINE TRADES PROGRAM.
VT 101 054 952
ORIENTATION TO MARKETING CAREERS.

DEVELOPMENTAL PROGRAMS
VT 101 006 939
PROJECT GROW (GREEN RIVER OPPORTUNITIES FOR WORK). HISTORY REPORT. FINAL REPORT. GUIDE FOR THE LEARNING CONCEPTS IN CAREER DEVELOPMENT KIT. LEARNING CONCEPTS IN CAREER DEVELOPMENT KIT.
VT 101 007 939
COMPREHENSIVE CAREER EDUCATION DEVELOPMENT PROJECT. MUSKEGON PUBLIC SCHOOLS. CURRICULUM BASED UNIT PLANS. 7-9.
VT 101 008 939
COMPREHENSIVE CAREER EDUCATION DEVELOPMENT PROJECT. MUSKEGON PUBLIC SCHOOLS. CURRICULUM BASED UNIT PLANS. K-6.
VT 101 009 940
COMPREHENSIVE CAREER EDUCATION DEVELOPMENT PROJECT. MUSKEGON PUBLIC SCHOOLS. CURRICULUM BASED UNIT PLANS. 10-12.
VT 101 030 945
INDIVIDUALIZED, PERFORMANCE-BASED CURRICULUM AT THE MINNEAPOLIS AREA VOCATIONAL TECHNICAL INSTITUTE. INTERIM REPORT. INSTRUCTIONAL MATERIALS.

DIRECTORIES
VT 101 018 942
PUPILS POTENTIALS LABS DIRECTORY.

DISADVANTAGED YOUTH
VT 101 057 953
THE SPECIAL NEEDS STUDENT IN VOCATIONAL EDUCATION: SELECTED READINGS.

SUBJECT INDEX

	PAGE
DISTRIBUTIVE EDUCATION	
VT 101 031 THE SCHOOL STORE. A RETAIL LABORATORY FOR DISTRIBUTIVE EDUCATION.	946
VT 101 051 THE NEWSPAPER AS A TEACHING DEVICE.	952
VT 101 052 THE CONSUMER'S PURCHASING AGENT--THE RETAIL BUYER.	952
VT 101 054 ORIENTATION TO MARKETING CAREERS.	952
VT 101 061 GETTING THE RIGHT JOB.	954
EDUCABLE MENTALLY HANDICAPPED	
VT 101 047 EXPLORATORY WORK STUDY. 1970-71.	951
EDUCATIONAL INTEREST	
VT 101 058 CAREER DEVELOPMENT. PUPIL POTENTIALS LABS. STUDENT.	953
EDUCATIONAL PROGRAMS	
VT 101 001 CAREERS.	938
EDUCATIONAL RESOURCES	
VT 101 043 LEARNING MATERIALS. FREE AND INEXPENSIVE. 17TH BIENNIAL EDITION.	949
ELEMENTARY GRADES	
VT 101 029 CAREER EDUCATION MATERIALS. TEACHERS RESOURCE GUIDES.	945
ELEMENTARY SCHOOL COUNSELORS	
VT 101 023 CAREER EDUCATION PERSONNEL MODEL. ELEMENTARY COUNSELOR MODEL.	943
VT 101 035 PROJECT GIVE (GUIDANCE IN VOCATIONAL EDUCATION): ELEMENTARY. FINAL REPORT.	947
ELEMENTARY SCHOOL TEACHERS	
VT 101 024 CAREER EDUCATION PERSONNEL MODEL. ELEMENTARY TEACHER MODEL.	943
VT 101 035 PROJECT GIVE (GUIDANCE IN VOCATIONAL EDUCATION): ELEMENTARY. FINAL REPORT.	947
EMPLOYMENT QUALIFICATIONS	
VT 101 061 GETTING THE RIGHT JOB.	954
ENGLISH	
VT 101 042 EXEMPLARY ENGLISH/LANGUAGE ARTS CURRICULUM DEVELOPMENT PROGRAM FOR VOCATIONAL-TECHNICAL EDUCATION STUDENTS. IMPLEMENTATION PHASE II. REPORT. JUNE 30, 1972 THROUGH JUNE 30, 1973.	949
ENVIRONMENTAL EDUCATION	
VT 101 033 AGRICULTURAL ENVIRONMENTAL TECHNOLOGY.	946
EQUIVALENCY TESTS	
VT 101 044 DEVELOPMENT AND USE OF CHALLENGE EXAMS FOR CLINICAL LABORATORY NURSING II. PART I.	950
EVALUATION CRITERIA	
VT 101 005 EVALUATION OF VOCATIONAL/TECHNICAL EDUCATION. INSTRUMENTS AND PROCEDURES.	938
EVENING CLASSES	
VT 101 032 PROJECT CAREER EXPLORATION. FINAL REPORT.	946
FAMILY LIFE EDUCATION	
VT 101 002 HOME ECONOMICS CURRICULUM GUIDE FOR MIDDLE SCHOOL. GRADES 6-8.	938
FEMALES	
VT 101 050 MYSTERY OF SELLING TO WOMEN.	951
FLOOR LAYERS	
VT 101 062 FLOOR COVERING. PART I. RESILIENT COVERINGS. WORKBOOK. (REVISED EDITION).	955
FLOORING	
VT 101 062 FLOOR COVERING. PART I. RESILIENT COVERINGS. WORKBOOK. (REVISED EDITION).	955
GUIDANCE COUNSELING	
VT 101 020 CAREER DEVELOPMENT. PUPILS POTENTIALS LABS. STAFF PACKET.	942
GUIDANCE PROGRAMS	
VT 101 020 CAREER DEVELOPMENT. PUPILS POTENTIALS LABS. STAFF PACKET.	942

SUBJECT INDEX

PAGE

HANDICAPPED STUDENTS
VT 101 057
THE SPECIAL NEEDS STUDENT IN VOCATIONAL EDUCATION: SELECTED READINGS. 953

HEALTH OCCUPATIONS
VT 101 060
COMMUNITY HEALTH WORKER PROGRAM MANUAL. 954

HEALTH OCCUPATIONS EDUCATION
VT 101 060
COMMUNITY HEALTH WORKER PROGRAM MANUAL. 954

HEALTH PERSONNEL
VT 101 060
COMMUNITY HEALTH WORKER PROGRAM MANUAL. 954

HOME ECONOMICS
VT 101 002
HOME ECONOMICS CURRICULUM GUIDE FOR MIDDLE SCHOOL. GRADES 6-8. 938

HOSTERMAN JUNIOR HIGH SCHOOL
VT 101 018
PUPILS POTENTIALS LABS DIRECTORY. 942
VT 101 019
CAREER DEVELOPMENT. THE FAMILY-HOME-COMMUNITY PROJECT. 942
VT 101 020
CAREER DEVELOPMENT. PUPILS POTENTIALS LABS. STAFF PACKET. 942
VT 101 058
CAREER DEVELOPMENT. PUPIL POTENTIALS LABS. STUDENT. 953

HOWARD COUNTY PUBLIC SCHOOLS
VT 101 002
HOME ECONOMICS CURRICULUM GUIDE FOR MIDDLE SCHOOL. GRADES 6-8. 938

ILLUSTRATIONS
VT 101 053
SHOP PROJECTS. 952

INDUSTRIAL ARTS
VT 101 046
GUIDELINE OF CAREER EDUCATION ACTIVITIES. A STATEWIDE PROGRAM IN DEVELOPMENTAL VOCATIONAL GUIDANCE (K-12) AND OCCUPATIONAL PREPARATION FOR THE CHANGING WORLD OF WORK. 950

INSTRUCTIONAL AIDS
VT 101 043
LEARNING MATERIALS. FREE AND INEXPENSIVE. 17TH BIENNIAL EDITION. 949

INSTRUCTIONAL MATERIALS
VT 101 004
DEVELOPING JOB SHEETS AND RELATED AIDS FOR INDIVIDUALIZED INSTRUCTION IN THE MACHINE SHOP. 938
VT 101 030
INDIVIDUALIZED, PERFORMANCE-BASED CURRICULUM AT THE MINNEAPOLIS AREA VOCATIONAL TECHNICAL INSTITUTE. INTERIM REPORT. INSTRUCTIONAL MATERIALS. 945
VT 101 039
CREDIT CARD FRAUD. STORE SECURITY. 948
VT 101 043
LEARNING MATERIALS. FREE AND INEXPENSIVE. 17TH BIENNIAL EDITION. 949
VT 101 048
PERSONALITY DEVELOPMENT. 951
VT 101 049
THE MONTGOMERY WARD PRE-CHRISTMAS TRAINING MANUAL. 951
VT 101 050
MYSTERY OF SELLING TO WOMEN. 951
VT 101 056
AUTO MECHANICS WORKBOOK. PART 4. 953
VT 101 061
GETTING THE RIGHT JOB. 954

INTEGRATED CURRICULUM
VT 101 006
PROJECT GROW (GREEN RIVER OPPORTUNITIES FOR WORK). HISTORY REPORT. FINAL REPORT. GUIDE FOR THE LEARNING CONCEPTS IN CAREER DEVELOPMENT KIT. LEARNING CONCEPTS IN CAREER DEVELOPMENT KIT. 939
VT 101 019
CAREER DEVELOPMENT. THE FAMILY-HOME-COMMUNITY PROJECT. 942
VT 101 029
CAREER EDUCATION MATERIALS. TEACHERS RESOURCE GUIDES. 945

JOB APPLICATION
VT 101 061
GETTING THE RIGHT JOB. 954

KENTUCKY
VT 101 006
PROJECT GROW (GREEN RIVER OPPORTUNITIES FOR WORK). HISTORY REPORT. FINAL REPORT. GUIDE FOR THE LEARNING CONCEPTS IN CAREER DEVELOPMENT KIT. LEARNING CONCEPTS IN CAREER DEVELOPMENT KIT. 939

SUBJECT INDEX

	PAGE
LANGUAGE ARTS	
VT 101 042 EXEMPLARY ENGLISH/LANGUAGE ARTS CURRICULUM DEVELOPMENT PROGRAM FOR VOCATIONAL-TECHNICAL EDUCATION STUDENTS. IMPLEMENTATION PHASE II. REPORT. JUNE 30, 1972 THROUGH JUNE 30, 1973.	949
LEARNING ACTIVITIES	
VT 101 019 CAREER DEVELOPMENT. THE FAMILY-HOME-COMMUNITY PROJECT.	942
LEGAL PROBLEMS	
VT 101 017 STUDENT INJURY AND TEACHER LIABILITY. A SELF-INSTRUCTIONAL UNIT.	942
LEGAL RESPONSIBILITY	
VT 101 017 STUDENT INJURY AND TEACHER LIABILITY. A SELF-INSTRUCTIONAL UNIT.	942
LESSON PLANS	
VT 101 012 WHAT IS SOIL? ADVANCED CROP AND SOIL SCIENCE. A COURSE OF STUDY.	940
VT 101 015 PHYSICAL FEATURES OF SOIL. ADVANCED CROP AND SOIL SCIENCE. A COURSE OF STUDY.	941
LITERATURE REVIEWS	
VT 101 036 FACILITATING CAREER DEVELOPMENT: AN ANNOTATED BIBLIOGRAPHY. FINAL REPORT. VOLUME II.	947
LOW COST INSTRUCTIONAL MATERIALS	
VT 101 043 LEARNING MATERIALS. FREE AND INEXPENSIVE. 17TH BIENNIAL EDITION.	949
MACHINE TOOL OPERATORS	
VT 101 040 CURRICULUM GUIDE FOR MACHINE TRADES PROGRAM.	948
VT 101 045 RESEARCH IN MODERN MATHEMATICS AS APPLIED TO MACHINE TRADES. FINAL REPORT. MODERN MATHEMATICS AS APPLIED TO MACHINE TRADES. VOLUMES I AND II.	950
MACHINE TOOLS	
VT 101 004 DEVELOPING JOB SHEETS AND RELATED AIDS FOR INDIVIDUALIZED INSTRUCTION IN THE MACHINE SHOP.	938
VT 101 040 CURRICULUM GUIDE FOR MACHINE TRADES PROGRAM.	948
MANUALS	
VT 101 039 CREDIT CARD FRAUD. STORE SECURITY.	948
VT 101 049 THE MONTGOMERY WARD PRE-CHRISTMAS TRAINING MANUAL.	951
VT 101 050 MYSTERY OF SELLING TO WOMEN.	951
VT 101 051 THE NEWSPAPER AS A TEACHING DEVICE.	952
MARKETING	
VT 101 052 THE CONSUMER'S PURCHASING AGENT--THE RETAIL BUYER.	952
VT 101 054 ORIENTATION TO MARKETING CAREERS.	952
MATERIAL DEVELOPMENT	
VT 101 041 DEVELOPMENT OF SUPERVISED OCCUPATIONAL EXPERIENCE MATERIALS FOR ORNAMENTAL HORTICULTURE.	949
VT 101 044 DEVELOPMENT AND USE OF CHALLENGE EXAMS FOR CLINICAL LABORATORY NURSING II. PART I.	950
MATHEMATICAL APPLICATIONS	
VT 101 045 RESEARCH IN MODERN MATHEMATICS AS APPLIED TO MACHINE TRADES. FINAL REPORT. MODERN MATHEMATICS AS APPLIED TO MACHINE TRADES. VOLUMES I AND II.	950
MEASUREMENT INSTRUMENTS	
VT 101 005 EVALUATION OF VOCATIONAL/TECHNICAL EDUCATION. INSTRUMENTS AND PROCEDURES.	938
MECHANICAL SKILLS	
VT 101 004 DEVELOPING JOB SHEETS AND RELATED AIDS FOR INDIVIDUALIZED INSTRUCTION IN THE MACHINE SHOP.	938

SUBJECT INDEX

PAGE

MERCHANDISING
VT 101 031 946
THE SCHOOL STORE. A RETAIL LABORATORY FOR DISTRIBUTIVE EDUCATION.
VT 101 052 952
THE CONSUMER'S PURCHASING AGENT--THE RETAIL BUYER.

METAL WORKING OCCUPATIONS
VT 101 040 948
CURRICULUM GUIDE FOR MACHINE TRADES PROGRAM.
VT 101 055 953
WELDING.

MINNEAPOLIS
VT 101 030 945
INDIVIDUALIZED, PERFORMANCE-BASED CURRICULUM AT THE MINNEAPOLIS AREA VOCATIONAL TECHNICAL INSTITUTE. INTERIM REPORT. INSTRUCTIONAL MATERIALS.

MODERN MATHEMATICS
VT 101 045 950
RESEARCH IN MODERN MATHEMATICS AS APPLIED TO MACHINE TRADES. FINAL REPORT. MODERN MATHEMATICS AS APPLIED TO MACHINE TRADES. VOLUMES I AND II.

MUSKEGON PUBLIC SCHOOLS
VT 101 007 939
COMPREHENSIVE CAREER EDUCATION DEVELOPMENT PROJECT. MUSKEGON PUBLIC SCHOOLS. CURRICULUM BASED UNIT PLANS. 7-9.
VT 101 008 939
COMPREHENSIVE CAREER EDUCATION DEVELOPMENT PROJECT. MUSKEGON PUBLIC SCHOOLS. CURRICULUM BASED UNIT PLANS. K-6.
VT 101 009 940
COMPREHENSIVE CAREER EDUCATION DEVELOPMENT PROJECT. MUSKEGON PUBLIC SCHOOLS. CURRICULUM BASED UNIT PLANS. 10-12.

NESHAMINY SCHOOL DISTRICT BUCKS COUNTY
VT 101 042 949
EXEMPLARY ENGLISH/LANGUAGE ARTS CURRICULUM DEVELOPMENT PROGRAM FOR VOCATIONAL-TECHNICAL EDUCATION STUDENTS. IMPLEMENTATION PHASE II. REPORT. JUNE 30, 1972 THROUGH JUNE 30, 1973.

NEWSPAPERS
VT 101 051 952
THE NEWSPAPER AS A TEACHING DEVICE.

NURSING
VT 101 044 950
DEVELOPMENT AND USE OF CHALLENGE EXAMS FOR CLINICAL LABORATORY NURSING II. PART I.

OCCUPATIONAL CLUSTERS
VT 101 007 939
COMPREHENSIVE CAREER EDUCATION DEVELOPMENT PROJECT. MUSKEGON PUBLIC SCHOOLS. CURRICULUM BASED UNIT PLANS. 7-9.
VT 101 008 939
COMPREHENSIVE CAREER EDUCATION DEVELOPMENT PROJECT. MUSKEGON PUBLIC SCHOOLS. CURRICULUM BASED UNIT PLANS. K-6.
VT 101 009 940
COMPREHENSIVE CAREER EDUCATION DEVELOPMENT PROJECT. MUSKEGON PUBLIC SCHOOLS. CURRICULUM BASED UNIT PLANS. 10-12.
VT 101 032 946
PROJECT CAREER EXPLORATION. FINAL REPORT.
VT 101 046 950
GUIDELINE OF CAREER EDUCATION ACTIVITIES. A STATEWIDE PROGRAM IN DEVELOPMENTAL VOCATIONAL GUIDANCE (K-12) AND OCCUPATIONAL PREPARATION FOR THE CHANGING WORLD OF WORK.

OCCUPATIONAL DEVELOPMENT
VT 101 059 954
CAREER DEVELOPMENT. PUPILS POTENTIALS LABS. PARENT PACKET.

OCCUPATIONAL GUIDANCE
VT 101 020 942
CAREER DEVELOPMENT. PUPILS POTENTIALS LABS. STAFF PACKET.
VT 101 034 947
DEVELOPMENT OF MODULAR COURSES IN VOCATIONAL CURRICULUM TO FACILITATE INDIVIDUALIZED SCHEDULING TO MEET THE OCCUPATIONAL OBJECTIVES OF EACH STUDENT. SECOND YEAR REPORT.
VT 101 058 953
CAREER DEVELOPMENT. PUPIL POTENTIALS LABS. STUDENT.
VT 101 059 954
CAREER DEVELOPMENT. PUPILS POTENTIALS LABS. PARENT PACKET.

OCCUPATIONAL INFORMATION
VT 101 029 945
CAREER EDUCATION MATERIALS. TEACHERS RESOURCE GUIDES.
VT 101 054 952
ORIENTATION TO MARKETING CAREERS.

SUBJECT INDEX

BEST COPY AVAILABLE

OFFICE OCCUPATIONS
VT 101 003 INTRODUCTION TO OFFICE OCCUPATIONS. 938

OFFICE OCCUPATIONS EDUCATION
VT 101 003 INTRODUCTION TO OFFICE OCCUPATIONS. 938

OKLAHOMA
VT 101 055 WELDING. 953

ORNAMENTAL HORTICULTURE
VT 101 041 DEVELOPMENT OF SUPERVISED OCCUPATIONAL EXPERIENCE MATERIALS FOR ORNAMENTAL HORTICULTURE. 949

PARENT ROLE
VT 101 059 CAREER DEVELOPMENT. PUPILS POTENTIALS LABS. PARENT PACKET. 954

PARENT-SCHOOL RELATIONSHIP
VT 101 059 CAREER DEVELOPMENT. PUPILS POTENTIALS LABS. PARENT PACKET. 954

PENNSYLVANIA
VT 101 033 AGRICULTURAL ENVIRONMENTAL TECHNOLOGY. 946

PERFORMANCE BASED TEACHER EDUCATION
VT 101 021 CAREER EDUCATION PERSONNEL MODEL. COMPREHENSIVE MODEL. 943
VT 101 022 CAREER EDUCATION PERSONNEL MODEL. SECONDARY TEACHER MODEL. 943
VT 101 023 CAREER EDUCATION PERSONNEL MODEL. ELEMENTARY COUNSELOR MODEL. 943
VT 101 024 CAREER EDUCATION PERSONNEL MODEL. ELEMENTARY TEACHER MODEL. 944
VT 101 025 CAREER EDUCATION PERSONNEL MODEL. MIDDLE OR JUNIOR HIGH ADMINISTRATOR MODEL. 944
VT 101 026 CAREER EDUCATION PERSONNEL MODEL. MIDDLE OR JUNIOR HIGH COUNSELOR MODEL. 944
VT 101 027 CAREER EDUCATION PERSONNEL MODEL. MIDDLE OR JUNIOR HIGH TEACHER MODEL. 945
VT 101 028 CAREER EDUCATION PERSONNEL MODEL. ELEMENTARY ADMINISTRATOR MODEL. 945

PERFORMANCE CRITERIA
VT 101 021 CAREER EDUCATION PERSONNEL MODEL. COMPREHENSIVE MODEL. 943
VT 101 022 CAREER EDUCATION PERSONNEL MODEL. SECONDARY TEACHER MODEL. 943
VT 101 023 CAREER EDUCATION PERSONNEL MODEL. ELEMENTARY COUNSELOR MODEL. 943
VT 101 024 CAREER EDUCATION PERSONNEL MODEL. ELEMENTARY TEACHER MODEL. 943
VT 101 026 CAREER EDUCATION PERSONNEL MODEL. MIDDLE OR JUNIOR HIGH COUNSELOR MODEL. 944
VT 101 027 CAREER EDUCATION PERSONNEL MODEL. MIDDLE OR JUNIOR HIGH TEACHER MODEL. 944
VT 101 028 CAREER EDUCATION PERSONNEL MODEL. ELEMENTARY ADMINISTRATOR MODEL. 945

PERSONALITY DEVELOPMENT
VT 101 048 PERSONALITY DEVELOPMENT. 951

PROGRAM CONTENT
VT 101 001 CAREERS. 938

PROGRAM DESCRIPTIONS
VT 101 006 PROJECT GROW (GREEN RIVER OPPORTUNITIES FOR WORK). HISTORY REPORT. FINAL REPORT. 939
VT 101 047 EXPLORATORY WORK STUDY. 1970-71. 951

PROGRAM DEVELOPMENT
VT 101 021 CAREER EDUCATION PERSONNEL MODEL. COMPREHENSIVE MODEL. 943
VT 101 023 CAREER EDUCATION PERSONNEL MODEL. ELEMENTARY COUNSELOR MODEL. 943
VT 101 032 PROJECT CAREER EXPLORATION. FINAL REPORT. 946

SUBJECT INDEX

PAGE

VT 101 033 946
AGRICULTURAL ENVIRONMENTAL TECHNOLOGY.

PROGRAM EVALUATION
VT 101 005 938
EVALUATION OF VOCATIONAL/TECHNICAL EDUCATION. INSTRUMENTS AND PROCEDURES.

PROGRAM GUIDES
VT 101 060 954
COMMUNITY HEALTH WORKER PROGRAM MANUAL.

PROGRAM PLANNING
VT 101 037 948
CAREER EDUCATION PERSONNEL MODEL. SECONDARY ADMINISTRATOR MODEL.
VT 101 038 948
CAREER EDUCATION PERSONNEL MODEL. SECONDARY COUNSELOR MODEL.

PROGRAMED MATERIALS
VT 101 044 950
DEVELOPMENT AND USE OF CHALLENGE EXAMS FOR CLINICAL LABORATORY NURSING II. PART I.

PROJECT GIVE
VT 101 035 947
PROJECT GIVE (GUIDANCE IN VOCATIONAL EDUCATION): ELEMENTARY. FINAL REPORT.

PROJECT TRAINING METHODS
VT 101 031 946
THE SCHOOL STORE. A RETAIL LABORATORY FOR DISTRIBUTIVE EDUCATION.

PURCHASING
VT 101 052 952
THE CONSUMER'S PURCHASING AGENT--THE RETAIL BUYER.

RECORDS (FORMS)
VT 101 041 949
DEVELOPMENT OF SUPERVISED OCCUPATIONAL EXPERIENCE MATERIALS FOR ORNAMENTAL HORTICULTURE.

RESOURCE GUIDES
VT 101 029 945
CAREER EDUCATION MATERIALS. TEACHERS RESOURCE GUIDES.
VT 101 043 949
LEARNING MATERIALS. FREE AND INEXPENSIVE. 17TH BIENNIAL EDITION.

RESOURCE MATERIALS
VT 101 057 953
THE SPECIAL NEEDS STUDENT IN VOCATIONAL EDUCATION: SELECTED READINGS.

RETAILING
VT 101 049 951
THE MONTGOMERY WARD PRE-CHRISTMAS TRAINING MANUAL.
VT 101 050 951
MYSTERY OF SELLING TO WOMEN.
VT 101 052 952
THE CONSUMER'S PURCHASING AGENT--THE RETAIL BUYER.

SALES WORKERS
VT 101 039 948
CREDIT CARD FRAUD. STORE SECURITY.
VT 101 049 951
THE MONTGOMERY WARD PRE-CHRISTMAS TRAINING MANUAL.

SALESMANSHIP
VT 101 050 951
MYSTERY OF SELLING TO WOMEN.

SCHOOL PERSONNEL
VT 101 018 942
PUPILS POTENTIALS LABS DIRECTORY.

SCHOOL SAFETY
VT 101 017 942
STUDENT INJURY AND TEACHER LIABILITY. A SELF-INSTRUCTIONAL UNIT.

SCHOOL SHOPS
VT 101 004 938
DEVELOPING JOB SHEETS AND RELATED AIDS FOR INDIVIDUALIZED INSTRUCTION IN THE MACHINE SHOP.

SECONDARY GRADES
VT 101 037 948
CAREER EDUCATION PERSONNEL MODEL. SECONDARY ADMINISTRATOR MODEL.

SECONDARY SCHOOL COUNSELORS
VT 101 026 944
CAREER EDUCATION PERSONNEL MODEL. MIDDLE OR JUNIOR HIGH COUNSELOR MODEL.
VT 101 038 948
CAREER EDUCATION PERSONNEL MODEL. SECONDARY COUNSELOR MODEL.

SECONDARY SCHOOL TEACHERS
VT 101 022 943
CAREER EDUCATION PERSONNEL MODEL. SECONDARY TEACHER MODEL.

SUBJECT INDEX

	PAGE
VT 101 027 CAREER EDUCATION PERSONNEL MODEL. MIDDLE OR JUNIOR HIGH TEACHER MODEL.	944
SELF CONCEPT	
VT 101 002 HOME ECONOMICS CURRICULUM GUIDE FOR MIDDLE SCHOOL. GRADES 6-8.	938
SHOP CURRICULUM	
VT 101 053 SHOP PROJECTS.	952
SOCIAL STUDIES UNITS	
VT 101 047 EXPLORATORY WORK STUDY. 1970-71.	951
SOIL CONSERVATION	
VT 101 013 SOIL EROSION. ADVANCED CROP AND SOIL SCIENCE. A COURSE OF STUDY.	941
SOIL SCIENCE	
VT 101 012 WHAT IS SOIL? ADVANCED CROP AND SOIL SCIENCE. A COURSE OF STUDY.	940
VT 101 013 SOIL EROSION. ADVANCED CROP AND SOIL SCIENCE. A COURSE OF STUDY.	941
VT 101 014 SOIL WATER. ADVANCED CROP AND SOIL SCIENCE. A COURSE OF STUDY.	941
VT 101 015 PHYSICAL FEATURES OF SOIL. ADVANCED CROP AND SOIL SCIENCE. A COURSE OF STUDY.	941
VT 101 016 CHEMICAL FEATURES OF SOIL. ADVANCED CROP AND SOIL SCIENCE. A COURSE OF STUDY.	941
SPECIAL EDUCATION	
VT 101 003 INTRODUCTION TO OFFICE OCCUPATIONS.	938
VT 101 047 EXPLORATORY WORK STUDY. 1970-71.	951
VT 101 057 THE SPECIAL NEEDS STUDENT IN VOCATIONAL EDUCATION: SELECTED READINGS.	953
STATE CURRICULUM GUIDES	
VT 101 055 WELDING.	953
STATEWIDE PLANNING	
VT 101 006 PROJECT GROW (GREEN RIVER OPPORTUNITIES FOR WORK). HISTORY REPORT. FINAL REPORT. GUIDE FOR THE LEARNING CONCEPTS IN CAREER DEVELOPMENT KIT. LEARNING CONCEPTS IN CAREER DEVELOPMENT KIT.	939
STUDY GUIDES	
VT 101 011 INDIVIDUALIZED STUDY GUIDE ON APICULTURE. STUDENT GUIDE.	940
SUMMER INSTITUTES	
VT 101 035 PROJECT GIVE (GUIDANCE IN VOCATIONAL EDUCATION): ELEMENTARY. FINAL REPORT.	947
TEACHER DEVELOPED MATERIALS	
VT 101 053 SHOP PROJECTS.	952
TEACHER EDUCATION CURRICULUM	
VT 101 021 CAREER EDUCATION PERSONNEL MODEL. COMPREHENSIVE MODEL.	943
VT 101 022 CAREER EDUCATION PERSONNEL MODEL. SECONDARY TEACHER MODEL.	943
VT 101 024 CAREER EDUCATION PERSONNEL MODEL. ELEMENTARY TEACHER MODEL.	943
VT 101 025 CAREER EDUCATION PERSONNEL MODEL. MIDDLE OR JUNIOR HIGH ADMINISTRATOR MODEL.	944
VT 101 026 CAREER EDUCATION PERSONNEL MODEL. MIDDLE OR JUNIOR HIGH COUNSELOR MODEL.	944
VT 101 027 CAREER EDUCATION PERSONNEL MODEL. MIDDLE OR JUNIOR HIGH TEACHER MODEL.	944
TEACHER RESPONSIBILITY	
VT 101 017 STUDENT INJURY AND TEACHER LIABILITY. A SELF-INSTRUCTIONAL UNIT.	942
TEACHING GUIDES	
VT 101 002 HOME ECONOMICS CURRICULUM GUIDE FOR MIDDLE SCHOOL. GRADES 6-8.	938
VT 101 010 INDIVIDUALIZED STUDY GUIDE ON APICULTURE. INSTRUCTOR'S GUIDE.	940

SUBJECT INDEX

PAGE

VT 101 012 940
WHAT IS SOIL? ADVANCED CROP AND SOIL SCIENCE. A COURSE OF STUDY.

VT 101 013 941
SOIL EROSION. ADVANCED CROP AND SOIL SCIENCE. A COURSE OF STUDY.

VT 101 014 941
SOIL WATER. ADVANCED CROP AND SOIL SCIENCE. A COURSE OF STUDY.

VT 101 015 941
PHYSICAL FEATURES OF SOIL. ADVANCED CROP AND SOIL SCIENCE. A COURSE OF STUDY.

VT 101 016 941
CHEMICAL FEATURES OF SOIL. ADVANCED CROP AND SOIL SCIENCE. A COURSE OF STUDY.

VT 101 039 948
CREDIT CARD FRAUD. STORE SECURITY.

VT 101 046 950
GUIDELINE OF CAREER EDUCATION ACTIVITIES. A STATEWIDE PROGRAM IN DEVELOPMENTAL VOCATIONAL GUIDANCE (K-12) AND OCCUPATIONAL PREPARATION FOR THE CHANGING WORLD OF WORK.

VT 101 048 951
PERSONALITY DEVELOPMENT.

VT 101 051 952
THE NEWSPAPER AS A TEACHING DEVICE.

VT 101 055 953
WELDING.

VT 101 061 954
GETTING THE RIGHT JOB.

TRADE AND INDUSTRIAL EDUCATION

VT 101 004 938
DEVELOPING JOB SHEETS AND RELATED AIDS FOR INDIVIDUALIZED INSTRUCTION IN THE MACHINE SHOP.

VT 101 040 948
CURRICULUM GUIDE FOR MACHINE TRADES PROGRAM.

VT 101 045 950
RESEARCH IN MODERN MATHEMATICS AS APPLIED TO MACHINE TRADES. FINAL REPORT. MODERN MATHEMATICS AS APPLIED TO MACHINE TRADES. VOLUMES I AND II.

VT 101 055 953
WELDING.

VT 101 056 953
AUTO MECHANICS WORKBOOK. PART 4.

VT 101 062 955
FLOOR COVERING. PART I. RESILIENT COVERINGS. WORKBOOK. (REVISED EDITION).

PAGE

TRAINING LABORATORIES

VT 101 031 946
THE SCHOOL STORE. A RETAIL LABORATORY FOR DISTRIBUTIVE EDUCATION.

TRAINING TECHNIQUES

VT 101 049 951
THE MONTGOMERY WARD PRE-CHRISTMAS TRAINING MANUAL.

UNIT PLAN

VT 101 007 939
COMPREHENSIVE CAREER EDUCATION DEVELOPMENT PROJECT. MUSKEGON PUBLIC SCHOOLS. CURRICULUM BASED UNIT PLANS. 7-9.

VT 101 008 939
COMPREHENSIVE CAREER EDUCATION DEVELOPMENT PROJECT. MUSKEGON PUBLIC SCHOOLS. CURRICULUM BASED UNIT PLANS. K-6.

VT 101 009 940
COMPREHENSIVE CAREER EDUCATION DEVELOPMENT PROJECT. MUSKEGON PUBLIC SCHOOLS. CURRICULUM BASED UNIT PLANS. 10-12.

UNITS OF STUDY (SUBJECT FIELDS)

VT 101 016 941
CHEMICAL FEATURES OF SOIL. ADVANCED CROP AND SOIL SCIENCE. A COURSE OF STUDY.

VOCATIONAL AGRICULTURE

VT 101 016 941
CHEMICAL FEATURES OF SOIL. ADVANCED CROP AND SCIL SCIENCE. A COURSE OF STUDY.

VT 101 033 946
AGRICULTURAL ENVIRONMENTAL TECHNOLOGY.

VT 101 041 949
DEVELOPMENT OF SUPERVISED OCCUPATIONAL EXPERIENCE MATERIALS FOR ORNAMENTAL HORTICULTURE.

VT 101 053 952
SHOP PROJECTS.

VOCATIONAL DEVELOPMENT

VT 101 018 942
PUPILS POTENTIALS LABS DIRECTORY.

VT 101 019 942
CAREER DEVELOPMENT. THE FAMILY-HOME-COMMUNITY PROJECT.

VT 101 020 942
CAREER DEVELOPMENT. PUPILS POTENTIALS LABS. STAFF PACKET.

VT 101 030 945
INDIVIDUALIZED, PERFORMANCE-BASED CURRICULUM AT THE MINNEAPOLIS AREA VOCATIONAL TECHNICAL INSTITUTE. INTERIM REPORT. INSTRUCTIONAL MATERIALS.

SUBJECT INDEX

	PAGE
VT 101 034 DEVELOPMENT OF MODULAR COURSES IN VOCATIONAL CURRICULUM TO FACILITATE INDIVIDUALIZED SCHEDULING TO MEET THE OCCUPATIONAL OBJECTIVES OF EACH STUDENT. SECOND YEAR REPORT.	947
VT 101 035 PROJECT GIVE (GUIDANCE IN VOCATIONAL EDUCATION): ELEMENTARY. FINAL REPORT.	947
VT 101 036 FACILITATING CAREER DEVELOPMENT: AN ANNOTATED BIBLIOGRAPHY. FINAL REPORT. VOLUME II.	947
VT 101 058 CAREER DEVELOPMENT. PUPIL POTENTIALS LABS. STUDENT.	953
VOCATIONAL EDUCATION	
VT 101 030 INDIVIDUALIZED, PERFORMANCE-BASED CURRICULUM AT THE MINNEAPOLIS AREA VOCATIONAL TECHNICAL INSTITUTE. INTERIM REPORT. INSTRUCTIONAL MATERIALS.	945
VT 101 034 DEVELOPMENT OF MODULAR COURSES IN VOCATIONAL CURRICULUM TO FACILITATE INDIVIDUALIZED SCHEDULING TO MEET THE OCCUPATIONAL OBJECTIVES OF EACH STUDENT. SECOND YEAR REPORT.	947
VT 101 042 EXEMPLARY ENGLISH/LANGUAGE ARTS CURRICULUM DEVELOPMENT PROGRAM FOR VOCATIONAL-TECHNICAL EDUCATION STUDENTS. IMPLEMENTATION PHASE II. REPORT. JUNE 30, 1972 THROUGH JUNE 30, 1973.	949
VT 101 057 THE SPECIAL NEEDS STUDENT IN VOCATIONAL EDUCATION: SELECTED READINGS.	953
VOCATIONAL EDUCATION TEACHERS	
VT 101 017 STUDENT INJURY AND TEACHER LIABILITY. A SELF-INSTRUCTIONAL UNIT.	942
VOCATIONAL INTERESTS	
VT 101 058 CAREER DEVELOPMENT. PUPIL POTENTIALS LABS. STUDENT.	953
VOCATIONAL SCHOOLS	
VT 101 005 EVALUATION OF VOCATIONAL/TECHNICAL EDUCATION. INSTRUMENTS AND PROCEDURES.	938
WATER RESOURCES	
VT 101 014 SOIL WATER. ADVANCED CROP AND SOIL SCIENCE. A COURSE OF STUDY.	941
WELDING	
VT 101 055 WELDING.	953
WORK ATTITUDES	
VT 101 047 EXPLORATORY WORK STUDY. 1970-71.	951
WORKBOOKS	
VT 101 003 INTRODUCTION TO OFFICE OCCUPATIONS.	938
VT 101 056 AUTO MECHANICS WORKBOOK. PART 4.	953
VT 101 062 FLOOR COVERING. PART I. RESILIENT COVERINGS. WORKBOOK. (REVISED EDITION).	955
WORKSHOPS	
VT 101 041 DEVELOPMENT OF SUPERVISED OCCUPATIONAL EXPERIENCE MATERIALS FOR ORNAMENTAL HORTICULTURE.	949

This index lists documents under the name(s) of their author(s). The index is arranged in alphabetical order by the person's last name and/or the institution's full name.

As shown in the example below, the page on which the document abstract appears is displayed above the title.

AMHERST REGIONAL HIGH SCHOOL, MASS.
VT 100 096 24
ADVANCED CHILD STUDY: COURSE OF STUDY.
VT 100 097 25
CHILD STUDY: A HOME ECONOMICS RELATED OCCUPATIONAL CCURSE. PHASE 3,4,5.

ARIZONA STATE DEPT. OF VOCATIONAL EDUCATION, PHOENIX.
VT 100 006 2
POWER TECHNOLOGY: A CURRICULUM GUIDE FOR INDUSTRIAL ARTS.

BEST COPY AVAILABLE

AUTHOR INDEX

	PAGE
ADMIRAL PEARY AREA VOCATIONAL-TECHNICAL SCHOOL, EBENSBURG, PA. VT 101 001 CAREERS.	938
AMERICAN VOCATIONAL ASSOCIATION, WASHINGTON, D.C. NATIONAL STUDY FOR ACCREDITATION OF VOCATIONAL/TECHNICAL EDUCATION. VT 101 005 EVALUATION OF VOCATIONAL/TECHNICAL EDUCATION. INSTRUMENTS AND PROCEDURES.	938
ANDERSON, FLOYD L. VT 101 030 INDIVIDUALIZED, PERFORMANCE-BASED CURRICULUM AT THE MINNEAPOLIS AREA VOCATIONAL TECHNICAL INSTITUTE. INTERIM REPORT. INSTRUCTIONAL MATERIALS.	945
BAILEY, LARRY J., ED. VT 101 036 FACILITATING CAREER DEVELOPMENT: AN ANNOTATED BIBLIOGRAPHY. FINAL REPORT. VOLUME II.	947
BISMARCK PUBLIC SCHOOLS, N. DAK. VT 101 046 GUIDELINE OF CAREER EDUCATION ACTIVITIES. A STATEWIDE PROGRAM IN DEVELOPMENTAL VOCATIONAL GUIDANCE (K-12) AND OCCUPATIONAL PREPARATION FOR THE CHANGING WORLD OF WORK.	950
BOWLING GREEN STATE UNIV., OHIO. VT 101 051 THE NEWSPAPER AS A TEACHING DEVICE.	952
CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO. BUREAU OF INDUSTRIAL EDUCATION. VT 101 056 AUTO MECHANICS WORKBOOK. PART 4. VT 101 062 FLOOR COVERING. PART I. RESILIENT COVERINGS. WORKBOOK. (REVISED EDITION).	953 955
CAMDEN COUNTY VOCATIONAL AND TECHNICAL SCHOOLS, SICKLERVILLE, N.J. VT 101 003 INTRODUCTION TO OFFICE OCCUPATIONS.	938
CENTRAL COLUMBIA HIGH SCHOOL, BLOOMSBURG, PA. VT 101 034 DEVELOPMENT OF MODULAR COURSES IN VOCATIONAL CURRICULUM TO FACILITATE INDIVIDUALIZED SCHEDULING TO MEET THE OCCUPATIONAL OBJECTIVES OF EACH STUDENT. SECOND YEAR REPORT.	947
CHOFFIN VOCATIONAL CENTER, YOUNGSTOWN, OHIO. VT 101 061 GETTING THE RIGHT JOB.	954
COBB COUNTY OCCUPATIONAL AND CAREER DEVELOPMENT PROGRAM, MARIETTA, GA. VT 101 029 CAREER EDUCATION MATERIALS. TEACHERS RESOURCE GUIDES.	945
COOPER, ELMER L. VT 101 017 STUDENT INJURY AND TEACHER LIABILITY. A SELF-INSTRUCTIONAL UNIT.	942
COWAN, EARL VT 101 055 WELDING.	953
EVERETT, CARL VT 101 034 DEVELOPMENT OF MODULAR COURSES IN VOCATIONAL CURRICULUM TO FACILITATE INDIVIDUALIZED SCHEDULING TO MEET THE OCCUPATIONAL OBJECTIVES OF EACH STUDENT. SECOND YEAR REPORT.	947
FLORIDA STATE DEPT. OF EDUCATION, TALLAHASSEE, DIV. OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION. VT 101 054 ORIENTATION TO MARKETING CAREERS.	952
GANNON COLL., ERIE, PA. VT 101 035 PROJECT GIVE (GUIDANCE IN VOCATIONAL EDUCATION): ELEMENTARY. FINAL REPORT.	947

AUTHOR INDEX

BEST COPY AVAILABLE

	PAGE
GEORGE PEABODY COLL. FOR TEACHERS, NASHVILLE, TENN., DIV. OF SURVEYS AND FIELD SERVICES.	
VT 101 043 LEARNING MATERIALS. FREE AND INEXPENSIVE. 17TH BIENNIAL EDITION.	949
HATTISTAEDT, MARY JANE	
VT 101 044 DEVELOPMENT AND USE OF CHALLENGE EXAMS FOR CLINICAL LABORATORY NURSING II. PART I.	950
HOUSMAN, JOHN L.	
VT 101 010 INDIVIDUALIZED STUDY GUIDE ON APICULTURE. INSTRUCTOR'S GUIDE.	940
VT 101 011 INDIVIDUALIZED STUDY GUIDE ON APICULTURE. STUDENT GUIDE.	940
HOWARD COUNTY BOARD OF EDUCATION, CLARKSVILLE, MD.	
VT 101 002 HOME ECONOMICS CURRICULUM GUIDE FOR MIDDLE SCHOOL. GRADES 6-8.	938
KNOX, PHIL	
VT 101 031 THE SCHOOL STORE. A RETAIL LABORATORY FOR DISTRIBUTIVE EDUCATION.	946
KOENINGER, GLEN	
VT 101 052 THE CONSUMER'S PURCHASING AGENT--THE RETAIL BUYER.	952
KOENINGER, JIMMY G.	
VT 101 052 THE CONSUMER'S PURCHASING AGENT--THE RETAIL BUYER.	952
MERCER COUNTY AREA VOCATIONAL-TECHNICAL SCHOOL, MERCER, PA.	
VT 101 033 AGRICULTURAL ENVIRONMENTAL TECHNOLOGY.	946
MICHIGAN UNIV., ANN ARBOR, SCHOOL OF EDUCATION.	
VT 101 021 CAREER EDUCATION PERSONNEL MODEL. COMPREHENSIVE MODEL.	943
VT 101 022 CAREER EDUCATION PERSONNEL MODEL. SECONDARY TEACHER MODEL.	943
VT 101 023 CAREER EDUCATION PERSONNEL MODEL. ELEMENTARY COUNSELOR MODEL.	943
VT 101 024 CAREER EDUCATION PERSONNEL MODEL. ELEMENTARY TEACHER MODEL.	943
VT 101 025 CAREER EDUCATION PERSONNEL MODEL. MIDDLE OR JUNIOR HIGH ADMINISTRATOR MODEL.	944
VT 101 026 CAREER EDUCATION PERSONNEL MODEL. MIDDLE OR JUNIOR HIGH COUNSELOR MODEL.	944
VT 101 027 CAREER EDUCATION PERSONNEL MODEL. MIDDLE OR JUNIOR HIGH TEACHER MODEL.	944
VT 101 028 CAREER EDUCATION PERSONNEL MODEL. ELEMENTARY ADMINISTRATOR MODEL.	945
VT 101 037 CAREER EDUCATION PERSONNEL MODEL. SECONDARY ADMINISTRATOR MODEL.	948
VT 101 038 CAREER EDUCATION PERSONNEL MODEL. SECONDARY COUNSELOR MODEL.	948
MILLER, LARRY E.	
VT 101 012 WHAT IS SOIL? ADVANCED CROP AND SOIL SCIENCE. A COURSE OF STUDY.	940
VT 101 013 SOIL EROSION. ADVANCED CROP AND SOIL SCIENCE. A COURSE OF STUDY.	941
VT 101 014 SOIL WATER. ADVANCED CROP AND SOIL SCIENCE. A COURSE OF STUDY.	941
VT 101 015 PHYSICAL FEATURES OF SOIL. ADVANCED CROP AND SOIL SCIENCE. A COURSE OF STUDY.	941
VT 101 016 CHEMICAL FEATURES OF SOIL. ADVANCED CROP AND SOIL SCIENCE. A COURSE OF STUDY.	941
MINNEAPOLIS AREA VOCATIONAL TECHNICAL INST., MINN.	
VT 101 030 INDIVIDUALIZED, PERFORMANCE-BASED CURRICULUM AT THE MINNEAPOLIS AREA VOCATIONAL TECHNICAL INSTITUTE. INTERIM REPORT. INSTRUCTIONAL MATERIALS.	945

AUTHOR INDEX

	PAGE
MONTGOMERY WARD CO., AKRON, OHIO.	
VT 101 049 THE MONTGOMERY WARD PRE-CHRISTMAS TRAINING MANUAL.	951
MOORE, NORMAN B., ED.	
VT 101 043 LEARNING MATERIALS, FREE AND INEXPENSIVE. 17TH BIENNIAL EDITION.	949
MSS INFORMATION CORP., NEW YORK, N.Y.	
VT 101 057 THE SPECIAL NEEDS STUDENT IN VOCATIONAL EDUCATION: SELECTED READINGS.	953
MUSKEGON PUBLIC SCHOOLS, MICH.	
VT 101 007 COMPREHENSIVE CAREER EDUCATION DEVELOPMENT PROJECT. MUSKEGON PUBLIC SCHOOLS. CURRICULUM BASED UNIT PLANS. 7-9.	939
VT 101 008 COMPREHENSIVE CAREER EDUCATION DEVELOPMENT PROJECT. MUSKEGON PUBLIC SCHOOLS. CURRICULUM BASED UNIT PLANS. K-6.	939
VT 101 009 COMPREHENSIVE CAREER EDUCATION DEVELOPMENT PROJECT. MUSKEGON PUBLIC SCHOOLS. CURRICULUM BASED UNIT PLANS. 10-12.	940
NESHAMINY SCHOOL DISTRICT, LANGHORNE, PA.	
VT 101 042 EXEMPLARY ENGLISH/LANGUAGE ARTS CURRICULUM DEVELOPMENT PROGRAM FOR VOCATIONAL-TECHNICAL EDUCATION STUDENTS. IMPLEMENTATION PHASE II. REPORT. JUNE 30, 1972 THROUGH JUNE 30, 1973.	949
NORFOLK PUBLIC SCHOOLS, VA. DEPT. OF SPECIAL EDUCATION.	
VT 101 047 EXPLORATORY WORK STUDY. 1970-71.	951
OHIO STATE UNIV., COLUMBUS. DISTRIBUTIVE EDUCATION MATERIALS LAB.	
VT 101 048 PERSONALITY DEVELOPMENT.	951
VT 101 049 THE MONTGOMERY WARD PRE-CHRISTMAS TRAINING MANUAL.	951
VT 101 050 MYSTERY OF SELLING TO WOMEN.	951
VT 101 051 THE NEWSPAPER AS A TEACHING DEVICE.	952
VT 101 061 GETTING THE RIGHT JOB.	954
OKLAHOMA STATE DEPT. OF VOCATIONAL AND TECHNICAL EDUCATION, STILLWATER. CURRICULUM AND INSTRUCTIONAL MATERIALS CENTER.	
VT 101 053 SHOP PROJECTS.	952
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK.	
VT 101 041 DEVELOPMENT OF SUPERVISED OCCUPATIONAL EXPERIENCE MATERIALS FOR ORNAMENTAL HORTICULTURE.	949
PERALES, AURORA, ED.	
VT 101 060 COMMUNITY HEALTH WORKER PROGRAM MANUAL.	954
PIMA COMMUNITY COLL., TUCSON, ARIZ.	
VT 101 044 DEVELOPMENT AND USE OF CHALLENGE EXAMS FOR CLINICAL LABORATORY NURSING II. PART I.	950
PIOTROWSKI, ANTHONY J.	
VT 101 033 AGRICULTURAL ENVIRONMENTAL TECHNOLOGY.	946
PROJECT GROW, OWENSBORO, KY.	
VT 101 006 PROJECT GROW (GREEN RIVER OPPORTUNITIES FOR WORK). HISTORY REPORT. FINAL REPORT. GUIDE FOR THE LEARNING CONCEPTS IN CAREER DEVELOPMENT KIT. LEARNING CONCEPTS IN CAREER DEVELOPMENT KIT.	939
RATLIFF, LINDSAY	
VT 101 040 CURRICULUM GUIDE FOR MACHINE TRADES PROGRAM.	948
RICH, JAMES R., JR.	
VT 101 061 GETTING THE RIGHT JOB.	954
ROBBINSDALE INDEPENDENT SCHOOL DISTRICT 281, MINN.	
VT 101 018 PUPILS POTENTIALS LABS DIRECTORY.	942

AUTHOR INDEX

BEST COPY AVAILABLE

PAGE

VT 101 019 942
CAREER DEVELOPMENT. THE FAMILY-HOME-COMMUNITY PROJECT.

VT 101 020 942
CAREER DEVELOPMENT. PUPILS POTENTIALS LABS. STAFF PACKET.

VT 101 058 953
CAREER DEVELOPMENT. PUPIL POTENTIALS LABS. STUDENT.

VT 101 059 954
CAREER DEVELOPMENT. PUPILS POTENTIALS LABS. PARENT PACKET.

SCHOENBERGER, R. LAURENCE
VT 101 032 946
PROJECT CAREER EXPLORATION. FINAL REPORT.

SHIPP, ROBERT E.
VT 101 004 936
DEVELOPING JOB SHEETS AND RELATED AIDS FOR INDIVIDUALIZED INSTRUCTION IN THE MACHINE SHOP.

SMYRNA HIGH SCHOOL, TENN.
VT 101 004 938
DEVELOPING JOB SHEETS AND RELATED AIDS FOR INDIVIDUALIZED INSTRUCTION IN THE MACHINE SHOP.

SOUTHERN ILLINOIS UNIV., CARBONDALE, COLL. OF EDUCATION.
VT 101 036 947
FACILITATING CAREER DEVELOPMENT: AN ANNOTATED BIBLIOGRAPHY. FINAL REPORT. VOLUME II.

STABER, RICHARD
VT 101 034 947
DEVELOPMENT OF MODULAR COURSES IN VOCATIONAL CURRICULUM TO FACILITATE INDIVIDUALIZED SCHEDULING TO MEET THE OCCUPATIONAL OBJECTIVES OF EACH STUDENT. SECOND YEAR REPORT.

STINSON, RICHARD E.
VT 101 041 949
DEVELOPMENT OF SUPERVISED OCCUPATIONAL EXPERIENCE MATERIALS FOR ORNAMENTAL HORTICULTURE.

TOTH, ELIZABETH ANN
VT 101 050 951
MYSTERY OF SELLING TO WOMEN.

TROUTMAN, CAROL M.
VT 101 003 938
INTRODUCTION TO OFFICE OCCUPATIONS.

ISUJI, THOMAS, ED.
VT 101 057 953
THE SPECIAL NEEDS STUDENT IN VOCATIONAL EDUCATION: SELECTED READINGS.

URBAN, STANLEY J., ED.
VT 101 057 953
THE SPECIAL NEEDS STUDENT IN VOCATIONAL EDUCATION: SELECTED READINGS.

VIRGINIA POLYTECHNIC INST. AND STATE UNIV., BLACKSBURG. DIV. OF VOCATIONAL-TECHNICAL EDUCATION.
VT 101 010 940
INDIVIDUALIZED STUDY GUIDE ON APICULTURE. INSTRUCTOR'S GUIDE.

VT 101 011 940
INDIVIDUALIZED STUDY GUIDE ON APICULTURE. STUDENT GUIDE.

VT 101 012 940
WHAT IS SOIL? ADVANCED CROP AND SOIL SCIENCE. A COURSE OF STUDY.

VT 101 013 941
SOIL EROSION. ADVANCED CROP AND SOIL SCIENCE. A COURSE OF STUDY.

VT 101 014 941
SOIL WATER. ADVANCED CROP AND SOIL SCIENCE. A COURSE OF STUDY.

VT 101 015 941
PHYSICAL FEATURES OF SOIL. ADVANCED CROP AND SOIL SCIENCE. A COURSE OF STUDY.

VT 101 016 941
CHEMICAL FEATURES OF SOIL. ADVANCED CROP AND SOIL SCIENCE. A COURSE OF STUDY.

VT 101 017 942
STUDENT INJURY AND TEACHER LIABILITY. A SELF-INSTRUCTIONAL UNIT.

WAUKESHA COUNTY TECHNICAL INST., PEWAUKEE, WIS.
VT 101 032 946
PROJECT CAREER EXPLORATION. FINAL REPORT.

WILLIAMS, WILLIAM
VT 101 041 949
DEVELOPMENT OF SUPERVISED OCCUPATIONAL EXPERIENCE MATERIALS FOR ORNAMENTAL HORTICULTURE.

RESEARCH MATERIALS SECTION (ARM)

	Page
Abstracts	979
Subject Index	1029
Author Index	1063

BEST COPY AVAILABLE

VT 101 063
RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION. FINAL REPORT.

SCHOOL ADMINISTRATIVE DISTRICT 9, FARMINGTON, MAINE.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-72-0775
PUB DATE - 15SEP73 98P.

DESCRIPTORS - *CAREER EDUCATION; *GUIDANCE COUNSELING; *VOCATIONAL DEVELOPMENT; *VOCATIONAL EDUCATION; *OCCUPATIONAL GUIDANCE; EDUCATIONAL IMPROVEMENT; ELEMENTARY EDUCATION; SECONDARY EDUCATION
IDENTIFIERS - *SCHOOL ADMINISTRATIVE DISTRICT 9 OF MAINE

ABSTRACT - THIS FINAL REPORT DESCRIBES A PROJECT FROM FEBRUARY 24, 1972 TO JULY 23, 1973 INTENDED TO INTRODUCE CAREER EDUCATION INTO THE SCHOOL ADMINISTRATIVE DISTRICT 9 OF MAINE. THE 11 SCHOOLS IN THE DISTRICT SERVE 3,276 PUPILS IN A RURAL SETTING WITH SCHOOLS SCATTERED IN A 32-MILE RADIUS FROM THE ADMINISTRATIVE CENTER. THE STRATEGIES USED INCLUDED USING THE TWO CURRENTLY EMPLOYED COUNSELORS AS CO-DIRECTORS OF THE PROJECT AND INTERESTED TEACHERS AS CHANGE AGENTS FOR PROMOTING CAREER EDUCATION CONCEPTS AND DEVOTING THE FIRST YEAR TO PLANNING. A TEACHER WORKSHOP AT THE CLOSE OF THE FIRST YEAR WAS JUDGED BY PARTICIPANTS AS MOST SUCCESSFUL. CONTINUOUS EVALUATIONS OF PROJECT EFFORTS WERE MADE BY EDUCATORS FROM THE UNIVERSITY OF MAINE-FARMINGTON; A RESOURCE CENTER WAS EXTENDED TO SERVE THE PROGRAM; ADDED COUNSELORS AND TEACHERS WERE CONTRACTED FOR; AND THE COMMUNITY WAS GRADUALLY INVOLVED AND DIRECTLY RELATED TO SPECIFIC SCHOOL PROGRAMS. (MU)

VT 101 064
A COMPREHENSIVE VOCATIONAL EDUCATION PROGRAM FOR CAREER DEVELOPMENT IN GRADES K-14. FINAL REPORT. APPENDIX.

PINELLAS COUNTY DISTRICT SCHOOL BOARD, CLEARWATER, FLA.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-72-0735
PUB DATE - 30JUN73 710P.

DESCRIPTORS - *CAREER EDUCATION; EDUCATIONAL OBJECTIVES; *RELEVANCE (EDUCATION); *OCCUPATIONAL GUIDANCE; *INTEGRATED CURRICULUM; *VOCATIONAL COUNSELING; ELEMENTARY EDUCATION; SECONDARY EDUCATION; POST SECONDARY EDUCATION
IDENTIFIERS - *PINELLAS COUNTY SCHOOL SYSTEM; FLORIDA

ABSTRACT - THIS REPORT DOCUMENTS THE PROJECT TO INTRODUCE CAREER EDUCATION INTO THE SCHOOLS OF PINELLAS COUNTY, FLORIDA. GOALS, PROCEDURES, ACCOMPLISHMENTS, AND EVALUATIONS OF THE PROJECT ARE REVIEWED AND RECOMMENDATIONS ARE MADE. NINE PILOT SCHOOLS WITH COMBINED ENROLLMENTS OF OVER 8,000 AND APPROXIMATELY 400 STAFF PARTICIPATED IN THE PILOT PROGRAMS INVOLVING ELEMENTARY, SECONDARY, AND POSTSECONDARY STUDENTS. INSERVICE TEACHER EDUCATION, STUDENT COUNSELING AND GUIDANCE, AND EVALUATION COMPONENTS WERE EMPHASIZED IN THE PROGRAM. RECOMMENDATIONS INCLUDED CONTINUATION AND GRADUAL EXPANSION OF THE PROGRAM IN THE SCHOOL SYSTEM WITH CONTINUING EMPHASIS ON GUIDANCE AND COUNSELING. A SEPARATELY BOUND APPENDIX CONTAINS INSTRUMENTS USED, PUBLICITY, COMMITTEES, QUARTERLY REPORTS, AND EVALUATIONS OF THE PROJECT. (AUTHOR/MU)

VT 101 065
YOUNG, WILLIAM C.
AN EXEMPLARY PROGRAM FOR OCCUPATIONAL PREPARATION. FINAL REPORT.

NEW ORLEANS PUBLIC SCHOOLS, LA.
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-70-4783(361)
PUB DATE - JUL73 200P.

DESCRIPTORS - *VOCATIONAL DEVELOPMENT; *CAREER EDUCATION; *VOCATIONAL EDUCATION; *OCCUPATIONAL GUIDANCE; *DEVELOPMENTAL PROGRAMS; SECONDARY EDUCATION
IDENTIFIERS - CAREER AWARENESS; *NEW ORLEANS PUBLIC SCHOOLS

ABSTRACT - COVERING THE TIME PERIOD FROM SEPTEMBER 1970 TO JULY 1973, THIS FINAL REPORT REVIEWS THE OVERALL GOALS, ACTIVITIES, AND ACCOMPLISHMENTS OF A PILOT PROJECT IN THE NEW ORLEANS PUBLIC SCHOOLS TO PROVIDE THE EXEMPLARY PROGRAM FOR OCCUPATIONAL PREPARATION (EPOP) FOR CHILDREN OF THE INNER CITY AREA. AT THE BEGINNING OF THE THIRD PROGRAM YEAR, TECHNICAL ASSISTANCE WAS EMPLOYED TO DEVELOP A COMPREHENSIVE EVALUATION DESIGN INCORPORATING PRODUCT AND PROCESS OBJECTIVES. THE RESULTING DOCUMENT ENABLED THE EPOP STAFF TO CLEARLY COMMUNICATE ITS OBJECTIVES AND DELINEATE RESPONSIBILITIES THROUGHOUT THE PROGRAM. PROCEDURES FOR MONITORING ACTIVITIES AND DATA COLLECTION ENHANCED THE LEVEL OF

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PROGRAM OPERATIONS. MANY RESOURCES FOCUSED ON CLASSROOM ACTIVITIES TO DEVELOP OCCUPATIONAL AWARENESS. EXPLORATORY, SKILL, AND SEMI-SKILL TRAINING AT THE SECONDARY LEVEL WERE MADE AVAILABLE TO STUDENTS TO MEET THE BASIC GOALS OF THE PROGRAM. (AUTHOR/MU)

VT 101 066
RESEARCH AND DEVELOPMENT PROJECTS IN CAREER EDUCATION. FINAL REPORT.

TEXAS EDUCATION AGENCY, AUSTIN. DEPT. OF OCCUPATIONAL EDUCATION AND TECHNOLOGY.
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-72-0728
PUB DATE - AUG73 339P.

DESCRIPTORS - *CAREER EDUCATION; *VOCATIONAL DEVELOPMENT; *VOCATIONAL EDUCATION; *GUIDANCE COUNSELING; *PROJECTS; OCCUPATIONAL GUIDANCE
IDENTIFIERS - *TEXAS; FORT WORTH INDEPENDENT SCHOOL DISTRICT; HARLANDALE INDEPENDENT SCHOOL DISTRICT; HOUSTON INDEPENDENT SCHOOL DISTRICT

ABSTRACT - THIS REPORT, COVERING THE TIME PERIOD FROM JANUARY 4, 1972 TO JULY 3, 1973 DESCRIBES PROJECTS DESIGNED TO FURTHER THE CAREER EDUCATION PROGRAMS IN THREE TEXAS SCHOOL DISTRICTS: HARLANDALE, FORT WORTH, AND HOUSTON. EMPHASIS ON OBJECTIVES VARIED AMONG THE THREE ACCORDING TO THE SCOPE OF PROGRAMS COMPLETED PRIOR TO THE PROJECTS. GOALS, PROCEDURES, ACCOMPLISHMENTS, EVALUATIONS, AND RECOMMENDATIONS ARE INCLUDED IN THIS ACCOUNTING WITH RECOMMENDATIONS THAT THE GUIDANCE AND COUNSELING COMPONENT BE STRENGTHENED, TEACHER TRAINING BE CONTINUED, AND EVALUATIVE TECHNIQUES BE REFINED. (MU)

VT 101 067
AN EXEMPLARY COMPREHENSIVE OCCUPATIONAL ORIENTATION VOCATIONAL EDUCATION PROGRAM FOR TULSA PUBLIC SCHOOLS. FINAL REPORT. FINAL EVALUATION REPORT.

OKLAHOMA STATE DEPT. OF VOCATIONAL AND TECHNICAL EDUCATION, STILLWATER.; TULSA PUBLIC SCHOOLS, OKLA.
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEC-0-71-0530(361)
PUB DATE - 73 210P.

DESCRIPTORS - VOCATIONAL EDUCATION; *CAREER EDUCATION; *EDUCATIONAL IMPROVEMENT; *DEVELOPMENTAL PROGRAMS; *VOCATIONAL DEVELOPMENT; ELEMENTARY GRADES; SECONDARY GRADES; INNER CITY; DISADVANTAGED YOUTH
IDENTIFIERS - *TULSA PUBLIC SCHOOLS

ABSTRACT - THIS FINAL REPORT DOCUMENTS A PROJECT FROM ITS START IN MAY 1970 TO ITS FINISH IN AUGUST 1973 TO DEMONSTRATE A VOCATIONAL TRAINING PROGRAM FOR DISADVANTAGED STUDENTS FROM GRADE 5 THROUGH GRADE 12 IN THE INNER CITY SCHOOLS OF TULSA, OKLAHOMA. OCCUPATIONAL ORIENTATION IN THE ELEMENTARY SCHOOLS, EXPLORATION IN THE JUNIOR HIGH SCHOOLS, AND SKILL TRAINING IN THE HIGH SCHOOLS WERE DESIGNED TO ENRICH THE TRADITIONAL VOCATIONAL PROGRAMS. INTEREST AND INVOLVEMENT OF TEACHERS AND STUDENTS IN 13 ELEMENTARY AND 14 JUNIOR HIGH SCHOOLS AND VOCATIONAL TRAINING IN THE CONSTRUCTION AND SERVICE PROGRAMS OF GRADE 10 WERE INSTITUTED. COOPERATIVE AND REGULAR VOCATIONAL EDUCATION FOR GRADES 11 AND 12 OFFERED A WIDE CHOICE OF TRAINING IN THE REGULAR HIGH SCHOOLS AND THE AREA VOCATIONAL CENTER. PLANS FOR FUTURE PROGRAM ACTIVITIES INCLUDE MULTI-MEDIA TEACHING, INVOLVEMENT OF ADDITIONAL SCHOOLS, AND IMPLEMENTATION OF CAREER EDUCATION CONCEPTS. THE FINAL EVALUATION REPORT IS INCLUDED SEPARATELY. (MU)

VT 101 068
MATTESON, HAROLD R., AND OTHERS
FUNCTION-TASK-COMPETENCY APPROACH TO CURRICULUM DEVELOPMENT IN VOCATIONAL EDUCATION IN AGRICULTURE. PROFESSIONAL COMPETENCIES POSSESSED AND NEEDED BY VOCATIONAL INSTRUCTORS IN AGRICULTURE AND WHEN THEY SHOULD BE DEVELOPED.

WISCONSIN UNIV., MADISON. COLL. OF AGRICULTURAL AND LIFE SCIENCES. WISCONSIN STATE BOARD OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION, MADISON.
MF AVAILABLE IN VT-ERIC SET.
RR-2
PUB DATE - AUG74 114P.

DESCRIPTORS - *AGRICULTURAL EDUCATION; *VOCATIONAL AGRICULTURE TEACHERS; *VOCATIONAL AGRICULTURE; *PERFORMANCE BASED TEACHER EDUCATION; *PERFORMANCE FACTORS; VOCATIONAL EDUCATION; TEACHER EDUCATION CURRICULUM; EDUCATIONAL NEEDS

ABSTRACT - TO DETERMINE AND COMPARE THE COMPETENCIES NEEDED AND POSSESSED BY INSTRUCTORS IN AGRICULTURAL EDUCATION, QUESTIONNAIRES WERE SENT TO THE

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SECONDARY AND POSTSECONDARY SCHOOL VOCATIONAL AGRICULTURAL EDUCATION INSTRUCTORS IN WISCONSIN. ALL OF THE 313 SECONDARY AND 72 POSTSECONDARY INSTRUCTORS TEACHING PRODUCTION AGRICULTURE AND 50 POSTSECONDARY INSTRUCTORS TEACHING NON-PRODUCTION AGRICULTURE WERE INCLUDED IN THE STUDY. DATA REVEALED 15 MAJOR FINDINGS INDICATING DIFFERENCES BETWEEN AND WITHIN THE THREE RESPONDENT GROUPS WHICH COULD SERVE AS AN INITIAL INPUT INTO THE DEVELOPMENT OF TEACHER EDUCATION CURRICULUMS. (MU)

VT 101 069
COMMUNITY RESOURCE MANAGEMENT TRAINING FOR KENTUCKY PROBATION AND PAROLE OFFICERS. REPORT OF A PILOT-DEMONSTRATION PROJECT.

KENTUCKY MENTAL HEALTH MANPOWER COMMISSION, LOUISVILLE.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 33P.

DESCRIPTORS - *VOCATIONAL EDUCATION; *JOB TRAINING; *PAROLE OFFICERS; *PILOT PROJECTS; COMMUNITY RESOURCES; *ADULT EDUCATION
IDENTIFIERS - *KENTUCKY

ABSTRACT - TO IMPROVE THE METHODS OF RECRUITMENT, TRAINING, AND UTILIZATION OF STAFF IN THE CRIMINAL JUSTICE SYSTEM OF PROBATION AND PAROLE, THE KENTUCKY MENTAL HEALTH MANPOWER COMMISSION DEVELOPED A CONCENTRATED TRAINING PROGRAM IN CASE ADMINISTRATION AND COMMUNITY RESOURCE MANAGEMENT. THIS REPORT COVERS THE PROJECT FROM INCEPTION TO COMPLETION PRESENTING THE PLANNING AND DEVELOPMENT, CURRICULUM, EVALUATION, DATA, AND APPROPRIATE RECOMMENDATIONS RESULTING FROM A PILOT-DEMONSTRATION TRAINING PROGRAM. THE 29 PARTICIPANTS OF THE TRAINING PROGRAM HAD BACKGROUNDS RANGING FROM AN EIGHTH GRADE EDUCATION TO A MASTER'S DEGREE IN SOCIAL SCIENCES. SOME HAD WORKED IN THE DEPARTMENT FOR ONLY A FEW WEEKS AND OTHERS HAD EXTENSIVE EXPERIENCE IN THE FIELD OF PROBATION AND PAROLE. RECOMMENDATIONS WERE MADE TO REPEAT THE COURSE FOR VARIOUS GROUPS THROUGHOUT THE STATE USING MORE SCREENING AND SELECTION IN ORDER TO GET A MORE HOMOGENEOUS GROUPING OF PARTICIPANTS. (AUTHOR/MU)

VT 101 070
GANONG, ROBERT, SR.
MANPOWER REQUIREMENTS FOR MASSACHUSETTS BY OCCUPATION, BY INDUSTRY. 1970-1980.

MASSACHUSETTS STATE DIV. OF EMPLOYMENT SECURITY, BOSTON.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - APR74 30P.

DESCRIPTORS - *MANPOWER NEEDS; *MANPOWER UTILIZATION; *EMPLOYMENT TRENDS; *EMPLOYMENT STATISTICS; *EMPLOYMENT OPPORTUNITIES
IDENTIFIERS - *MASSACHUSETTS

ABSTRACT - THIS SUMMARY OF EMPLOYMENT TRENDS AND MANPOWER REQUIREMENTS, AN INTERIM REPORT OF "THE PROJECTION OF EMPLOYMENT REQUIREMENTS 1970-1980 FOR MASSACHUSETTS," IS AN APPROXIMATION OF INDUSTRIAL AND OCCUPATIONAL NEEDS FOR 225 INDUSTRIES AND 445 OCCUPATIONS BASED ON THE 1970 DECENNIAL CENSUS. ESTIMATED ANNUAL JOB OPENINGS FOR THE FOLLOWING OCCUPATIONS ARE GIVEN AS NET DEMAND FIGURES AND NET OPENINGS DUE TO GROWTH AND REFLECTING DEATH AND RETIREMENT: (1) PROFESSIONAL AND TECHNICAL, (2) MANAGERS, OFFICIALS, AND PROPRIETORS, (3) SALES WORKERS, (4) CLERICAL, (5) CRAFTSMEN, (6) OPERATIVES, (7) SERVICE WORKERS, (8) LABORERS, EXCEPT FARM AND MINE, AND (9) FARMERS AND FARM WORKERS. (AUTHOR/MU)

VT 101 071
SORENSEN, ROBERT P.
PERCEIVED PRIORITIES AND ACHIEVEMENTS OF OCCUPATIONAL ADVISORY COMMITTEE FUNCTIONS IN THE WISCONSIN VOCATIONAL, TECHNICAL AND ADULT EDUCATION SYSTEM.

WISCONSIN UNIV., MADISON.
WISCONSIN STATE BOARD OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION, MADISON.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 74 256P. PH.D. THESIS, WISCONSIN UNIV., MADISON.

DESCRIPTORS - DOCTORAL THESES; *SURVEYS; STATE SURVEYS; EDUCATIONAL RESEARCH; *ADVISORY COMMITTEES; *VOCATIONAL EDUCATION; *ADULT EDUCATION
IDENTIFIERS - *WISCONSIN

ABSTRACT - THIS STUDY SOUGHT TO ASSESS THE PERCEPTIONS HELD BY ADVISORY COMMITTEE MEMBERS, ADMINISTRATORS, AND TEACHERS CONCERNING THE PRIORITIES AND FUNCTIONS OF THE OCCUPATIONAL ADVISORY COMMITTEES SERVING THE STATE APPROVED PROGRAMS IN THE WISCONSIN VOCATIONAL, TECHNICAL AND ADULT EDUCATION SYSTEM. DATA WERE OBTAINED THROUGH THE USE OF QUESTIONNAIRES. FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS ARE INCLUDED AS AREA BIBLIOGRAPHY, TABLES, AND APPENDICES. (SN)

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VT 101 072
SIZEMORE, PAUL
THE DEVELOPMENT AND DEMONSTRATION OF A FUNCTIONAL MODEL SYSTEM OF OCCUPATIONAL EDUCATION IN WYOMING PUBLIC EDUCATION, K-14. FINAL REPORT.

WYOMING STATE DEPT. OF EDUCATION, CHEYENNE.
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-71-9579(361)
PUB DATE - 31JAN74 250P.

DESCRIPTORS - *CAREER EDUCATION; *EDUCATIONAL IMPROVEMENT; *VOCATIONAL EDUCATION; *STATEWIDE PLANNING; *DEVELOPMENTAL PROGRAMS; ELEMENTARY EDUCATION; SECONDARY EDUCATION
IDENTIFIERS - *WYOMING

ABSTRACT - THIS REPORT, COVERING THE TIME PERIOD FROM SEPTEMBER 1970 TO NOVEMBER 1973, DESCRIBES A PROJECT TO INTRODUCE CAREER EDUCATION CONCEPTS INTO THE WYOMING SCHOOLS. GOALS, PROCEDURES, AND EVALUATIONS INDICATE SOME OF THE DIFFICULTIES MET AND THE PROBLEMS THAT HAVE RESULTED FROM THE AREA'S GEOGRAPHIC LOCATION, SPARSE POPULATION, AND LIMITED INDUSTRIAL DEVELOPMENT. THE EVALUATION PROCESS, DIRECTED TOWARD STUDENT BEHAVIOR CHANGE AND CONDUCTED ON A BASIS ON CONTINUOUS QUESTIONNAIRES, SHOWED MANY EXCELLENT FEATURES AND SOME WEAKNESSES WHICH PROMPTED RECOMMENDATIONS CONCERNED WITH MAINTAINING THE CURRICULUM MATERIALS DEVELOPMENT AND THE ELEMENTARY GRADES PROGRAMS. THE GUIDANCE AND COUNSELING COMPONENT NEEDS TO BE REINFORCED AND EXPANDED, IN THE EVALUATORS' JUDGEMENT. (MU)

VT 101 073
HOUSE, ELAINE W.
AN IN-DEPTH STUDY OF THE INTERNSHIP CONCEPT AS PART OF THE DOCTORAL PROGRAM IN VOCATIONAL-TECHNICAL EDUCATION. FINAL REPORT. PARTS I-V AND ABSTRACT.

RUTGERS, THE STATE UNIV., NEW BRUNSWICK, N.J. DEPT. OF VOCATIONAL-TECHNICAL EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.; OHIO STATE UNIV., COLUMBUS. CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-70-1962
PUB DATE - JUN72 200P.

DESCRIPTORS - *VOCATIONAL EDUCATION; *INTERNSHIP PROGRAMS; *DOCTORAL PROGRAMS; *PROGRAM EVALUATION; *PROGRAM CONTENT; DOCTORAL THESES
IDENTIFIERS - *RUTGERS UNIVERSITY

ABSTRACT - TO IDENTIFY THE VARIABLES IN THE INTERNSHIP PROGRAMS OF VOCATIONAL EDUCATION DOCTORAL STUDENTS, EVALUATE THE RUTGERS UNIVERSITY PROGRAM, AND DEVELOP A MANUAL ON RELEVANT INTERNSHIP STRATEGIES, THIS STUDY MADE ON-SITE VISITS TO THE 11 ORIGINAL EDUCATION PROFESSIONS DEVELOPMENT ACT (EPDA) 552 INSTITUTIONS AND AN ANALYSIS OF THE RUTGERS' PROGRAM. THE MANUAL PRODUCED BY THE RESEARCH INCORPORATES MANY OF THE RECOMMENDATIONS MADE IN THE STUDY. FINDINGS FROM THE ON-SITE VISITS DISCLOSED A NUMBER OF DIFFERENCES IN PROGRAMS, MAINLY IN THEIR IMPLEMENTATION. LITTLE UNIFORMITY EXISTED IN FINANCING, COURSE CREDIT, AND STUDENT AND ADVISOR ROLES. AMONG THE RECOMMENDATIONS WERE THAT THE INTERNSHIP COMPONENT BE CONTINUED BY ALL PARTICIPANTS AFTER TERMINATION OF EPDA 552 PROJECTS. (AUTHOR/MU)

VT 101 074
COORDINATED EFFORT FOR CAREER EDUCATION. INTERIM REPORT.

GRAYSON COUNTY COLL., SHERMAN/DENISON, TEX.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-73-5309
PUB DATE - 01JUL74 56P.

DESCRIPTORS - *CAREER EDUCATION; *EDUCATIONAL RESOURCES; *RESOURCE MATERIALS; *RESOURCE CENTERS; *COUNTY PROGRAMS
IDENTIFIERS - *GRAYSON COUNTY COLLEGE TEXAS

ABSTRACT - COVERING THE TIME PERIOD FROM APRIL 1, 1974 TO JUNE 30, 1974, THIS INTERIM REPORT REVIEWS THE OBJECTIVES, PROCEDURES, AND ACCOMPLISHMENTS OF A PROJECT TO DEVELOP RESOURCES FOR THE COORDINATED EFFORT FOR CAREER EDUCATION (CECE) AT GRAYSON COUNTY COLLEGE IN TEXAS. AN ORIENTATION COMPONENT WAS ADDED TO THE ORIGINAL FIVE COMPONENTS OF THE PROGRAM INVOLVING 12 SCHOOL DISTRICTS, A PAROCHIAL SCHOOL, AND A JUNIOR COLLEGE. THE DIRECTOR OF CECE CONTINUED PLANNING AND IMPLEMENTING THE COUNTY-WIDE PROGRAM OF CAREER EDUCATION. SOME OF THE MAJOR TASKS CENTERED AROUND A STEERING COMMITTEE AND AN ADVISORY COMMITTEE, PERSONNEL FOR THE SIX COMPONENTS, CURRICULUM MATERIALS, WORKSHOPS, INSERVICE TEACHER TRAINING, AND THIRD PARTY EVALUATIONS. RESULTS INDICATE A

GROWING AWARENESS AMONG EDUCATORS AND LAY PEOPLE ALIKE OF THE PURPOSES OF THE PROJECT. (AUTHOR/MU)

VT 101 075
MCCALLON, EARL
COORDINATED EFFORT FOR CAREER EDUCATION IN GRAYSON COUNTY. EVALUATION REPORT.

GRAYSON COUNTY COLL., SHERMAN/DENISON, TEX.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 120P.

DESCRIPTORS - *MANAGEMENT INFORMATION SYSTEMS; *CAREER EDUCATION; *INFORMATION SOURCES; *PROGRAM EVALUATION; *FORMATIVE EVALUATION
IDENTIFIERS - *GRAYSON COUNTY COLLEGE TEXAS

ABSTRACT - TO PROVIDE THE COORDINATED EFFORT FOR CAREER EDUCATION (CECE) IN GRAYSON COUNTY, TEXAS WITH A MANAGEMENT INFORMATION SYSTEM, AN EVALUATION COMPONENT WAS ADDED TO THE PROGRAM OF CAREER EDUCATION. THIS REPORT REVIEWS THE DATA THAT THE COMPONENT PROVIDES FOR THE PROJECT DIRECTOR'S MANAGEMENT DECISIONS. DATA FROM PROJECT PERSONNEL, SCHOOL PERSONNEL, AND STUDENT PARTICIPANTS ARE THE INPUTS THAT PROVIDE MONTHLY COMPUTER PRINTOUTS CONCERNING EACH COMPONENT BY SCHOOL DISTRICT SERVED. IN ADDITION, THE EVALUATORS DEVELOPED INSTRUMENTS FOR USE BY EDUCATORS AND STUDENTS CONCERNING THE PROJECT EFFECTIVENESS IN MEETING STATED OBJECTIVES BY COMPONENTS. EVALUATORS INTERVIEWED EDUCATORS, STUDENTS, AND COMMUNITY PEOPLE ABOUT THE PROJECT. THESE THREE SOURCES OF DATA PROVIDE MEANS FOR AN ONGOING EVALUATION OF EACH COMPONENT OF THE PROGRAM. (AUTHOR/MU)

VT 101 076
KIZER, ROBERT W.
AN EXEMPLARY CAREER EDUCATION PROJECT FOR SOUTHEAST ARKANSAS. INTERIM REPORT.

MONTICELLO SCHOOL DISTRICT 18, ARK.
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-73-5307
PUB DATE - 19JUN74 120P.

DESCRIPTORS - *CAREER EDUCATION; *VOCATIONAL EDUCATION; *DISADVANTAGED YOUTH; *RURAL SCHOOLS; *RURAL YOUTH; COOPERATIVE EDUCATION; WORK ATTITUDES; SECONDARY EDUCATION
IDENTIFIERS - SOUTHEAST ARKANSAS; *MONTICELLO SCHOOL DISTRICT 18 ARKANSAS

ABSTRACT - COVERING THE TIME PERIOD FROM JUNE 1, 1973 TO MAY 31, 1974, THIS INTERIM REPORT DOCUMENTS THE PROGRESS OF AN EXEMPLARY PROGRAM TO INTRODUCE CAREER EDUCATION CONCEPTS INTO THE SCHOOLS OF RURAL SOUTHEAST ARKANSAS. OBJECTIVES, PROCEDURES, ACCOMPLISHMENTS, EVALUATIONS, AND RECOMMENDATIONS OF THE PROGRAM ARE INCLUDED IN THIS ACCOUNTING. AN AGRICULTURAL ECONOMY OF LOW SOCIOECONOMIC CONDITIONS HAS PRODUCED A HIGH PERCENTAGE OF DISADVANTAGED STUDENTS IN THE AREA AND THE PREVIOUSLY LIMITED VOCATIONAL OFFERINGS IN THE SCHOOLS WERE INADEQUATE TO MEET THEIR NEEDS. MORE POSITIVE SCHOOL ATTITUDES OF STUDENTS, APPROVAL OF THE CAREER EDUCATION PROGRAM BY TEACHERS AND EMPLOYERS, MORE REALISTIC JOB CHOICES OF STUDENTS, AND BETTER JOB PERFORMANCE IN THE COOPERATIVE EDUCATION PROGRAMS ARE SOME OF THE EVIDENT RESULTS OF THE PROJECT. CONTINUATION OF THE PROJECT IS RECOMMENDED. (MU)

VT 101 077
A CAREER EDUCATION COUNSELING PROJECT. INTERIM REPORT.

CORPUS CHRISTI INDEPENDENT SCHOOL DISTRICT, TEX.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-73-5255
PUB DATE - JUL74 188P.

DESCRIPTORS - *CAREER EDUCATION; *VOCATIONAL DEVELOPMENT; *OCCUPATIONAL GUIDANCE; *VOCATIONAL COUNSELING; *GUIDANCE COUNSELING
IDENTIFIERS - TEXAS; *CORPUS CHRISTI INDEPENDENT SCHOOL DISTRICT

ABSTRACT - COVERING THE TIME PERIOD FROM JUNE 4, 1973 TO JUNE 3, 1974, THIS INTERIM REPORT PROVIDES AN ACCOUNT OF THE OBJECTIVES, PROCEDURES, ACCOMPLISHMENTS, AND EVALUATIONS OF A PROGRAM OF CAREER EDUCATION IN THE CORPUS CHRISTI INDEPENDENT SCHOOL DISTRICT, TEXAS. THE PROGRAM CENTERED ON ORIENTING THE COUNSELING STAFF TO SERVE AS CATALYSTS FOR IMPLEMENTING A CAREER ORIENTED CURRICULUM. A CAREER EDUCATION RESOURCE CENTER WAS ESTABLISHED IN THE JUNIOR HIGH SCHOOLS TO AID IN CAREER EXPLORATION AND IN EACH SENIOR HIGH SCHOOL FOR CAREER GUIDANCE AND PLACEMENT. THE EFFECTIVENESS OF THE COUNSELING COMPONENT OF THE

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PROGRAM WAS EVIDENT IN THE TEACHER INTERVIEWS AND THE STUDENT TEST INSTRUMENTS. RECOMMENDATIONS CONCERNED THE PROCEDURES FOR CONTINUING AND STRENGTHENING THE PROGRAM. (AUTHOR/MU)

VT 101 078
CAREER DEVELOPMENT AND MEANINGFUL EXPLORATORY EXPERIENCES TO MIDDLE SCHOOL STUDENTS IN SOUTHERN INDIANA UTILIZING MOBILE DESIGN EDUCATIONAL UNITS. INTERIM REPORT.

INDIANA STATE BOARD OF VOCATIONAL EDUCATION, INDIANAPOLIS.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-73-5312
PUB DATE - JUN74 130P.

DESCRIPTORS - *CAREER EDUCATION; *VOCATIONAL DEVELOPMENT; *MOBILE EDUCATIONAL SERVICES; *RURAL EDUCATION; *RURAL SCHOOL SYSTEMS; ELEMENTARY EDUCATION; SECONDARY EDUCATION
IDENTIFIERS - *SOUTHWESTERN INDIANA

ABSTRACT - THIS REPORT, ACCOUNTING FOR THE TIME PERIOD FROM JULY 1, 1973 TO JUNE 30, 1974, CONTAINS THE GOALS, PROCEDURES, AND ACCOMPLISHMENTS OF A CAREER EDUCATION PROGRAM IN A 16-COUNTY AREA IN SOUTHWESTERN INDIANA. AS A RESULT OF A SUPERINTENDENTS' ORIENTATION MEETING IN NOVEMBER 1973, 17 SCHOOL CORPORATIONS AND OVER 370 TEACHERS FROM 11 COUNTIES HAVE BECOME INVOLVED IN THE PROGRAM. INSERVICE TEACHER EDUCATION AND WORKSHOPS, COMMUNITY RESOURCES, AND A MOBILE UNIT OF RESOURCE MATERIALS PROVIDED THE MEANS FOR IMPLEMENTING THE CONCEPTS AND ACTIVITIES OF CAREER EDUCATION. EXPANDED PROJECT PLANS FOR THE FUTURE INCLUDE AN ADDITIONAL MOBILE UNIT, NEW STAFF WITH EXPERIENCE IN CAREER EDUCATION, INCREASED FUNDING, AND AN ASSESSMENT OF EVALUATION TECHNIQUES. (MU)

VT 101 079
PROJECT RACE: RESEARCHED ACTIVITIES FOR CAREER EDUCATION. INTERIM REPORT.

WEATHERFORD INDEPENDENT SCHOOL DISTRICT, TEX.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-73-5306
PUB DATE - 21JUN74 136P.

DESCRIPTORS - *VOCATIONAL EDUCATION; *CAREER EDUCATION; *OCCUPATIONAL INFORMATION; *GUIDANCE COUNSELING; *OCCUPATIONAL GUIDANCE; ELEMENTARY GRADES; SECONDARY GRADES
IDENTIFIERS - TEXAS; *WEATHERFORD INDEPENDENT SCHOOL DISTRICT

ABSTRACT - COVERING THE TIME PERIOD FROM JULY 1, 1973 TO JUNE 30, 1974, THIS INTERIM REPORT DESCRIBES THE FIRST YEAR OF A CAREER EDUCATION PROGRAM IN THE TEXAS WEATHERFORD INDEPENDENT SCHOOL DISTRICT. PROGRAM GOALS CENTER ON DEVELOPING POSITIVE WORK ATTITUDES IN STUDENTS FOR PRIMARY GRADES THROUGH HIGH SCHOOL AND JOB PREPARATION FOR GRADES 11 AND 12. CAREER AWARENESS IN PRIMARY GRADES, ORIENTATION IN JUNIOR HIGH SCHOOLS AND EXPLORATION IN SENIOR HIGH SCHOOLS WERE PROMOTED THROUGH A GUIDANCE COMPONENT OF THE PROGRAM. ELEMENTARY AND SECONDARY SCHOOL COUNSELORS WORKED WITH STUDENTS, PARENTS, TEACHERS, AND ADMINISTRATORS IN GROUP GUIDANCE SESSIONS TO HELP STUDENTS IN MAKING REALISTIC CAREER DECISIONS. A SPECIAL TEACHER SERVED AS A RESOURCE PERSON TO SECONDARY SCHOOL TEACHERS. A COPY OF THE EVALUATOR'S REPORT IS ATTACHED. (MU)

VT 101 080
SHILL, JAMES F.; HANDLEY, HERBERT M.
ASSESSMENT OF PRESERVICE VOCATIONAL TEACHER EDUCATION IN MISSISSIPPI.

MISSISSIPPI RESEARCH COORDINATING UNIT FOR VOCATIONAL-TECHNICAL EDUCATION, STATE COLLEGE.;
MISSISSIPPI STATE UNIV., STATE COLLEGE. BUREAU OF EDUCATIONAL RESEARCH.
MISSISSIPPI STATE DEPT. OF EDUCATION, JACKSON. DIV. OF VOCATIONAL AND TECHNICAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
R-SER-4
PUB DATE - JUL73 176P.

DESCRIPTORS - *PRESERVICE EDUCATION; *VOCATIONAL EDUCATION TEACHERS; *PERFORMANCE BASED TEACHER EDUCATION; *TEACHER EDUCATION CURRICULUM; *EDUCATIONAL RESEARCH
IDENTIFIERS - *MISSISSIPPI

ABSTRACT - THIS FIRST PART OF A STUDY OF VOCATIONAL TEACHER EDUCATION IN MISSISSIPPI ASSESSES THE PRESERVICE PHASE OF TEACHER EDUCATION WHILE SECOND AND THIRD PARTS DEAL WITH INSERVICE EDUCATION AND TEACHER ATTITUDES CONCERNING WORK VALUES AND JOBS. THIS REPORT COMPARES THE PERCEPTIONS OF VOCATIONAL EDUCATORS IN SPECIALTY AREAS CONCERNING THEIR ABILITY IN SPECIFIC TASK PERFORMANCE AFTER THEY HAD COMPLETED PRESERVICE

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PROGRAMS AND HAD OBTAINED SOME EXPERIENCE ON THE JOB. QUESTIONNAIRES TO 405 TEACHERS, SUPERVISORS, AND TEACHER EDUCATORS PROVIDED DATA TO PRODUCE FINDINGS CONCERNING TEACHER CHARACTERISTICS, OVERALL TEACHER PERFORMANCE, AND PERCEIVED ABILITY IN THE FOLLOWING AREAS OF INSTRUCTION: PLANNING, EXECUTING, EVALUATING, GUIDANCE, COURSE MANAGEMENT, HUMAN RELATIONS, AND PROFESSIONALISM. CONCLUSIONS AND RECOMMENDATIONS RELATE TO IMPROVEMENTS IN PRESERVICE TEACHER EDUCATION. THE TWO RELATED STUDIES ARE AVAILABLE AS VT 101 081 AND VT 101 082. (AUTHOR/MU)

VT 101 081
HANDLEY, HERBERT M.; SHILL, JAMES F.
ASSESSMENT OF IN-SERVICE VOCATIONAL TEACHER EDUCATION IN MISSISSIPPI.

MISSISSIPPI RESEARCH COORDINATING UNIT FOR VOCATIONAL-TECHNICAL EDUCATION, STATE COLLEGE.; MISSISSIPPI STATE UNIV., STATE COLLEGE. BUREAU OF EDUCATIONAL RESEARCH.
MISSISSIPPI STATE DEPT. OF EDUCATION, JACKSON. DIV. OF VOCATIONAL AND TECHNICAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 77P.

DESCRIPTORS - *INSERVICE EDUCATION; *VOCATIONAL EDUCATION TEACHERS; *PERFORMANCE BASED TEACHER EDUCATION; *TEACHER EDUCATION CURRICULUM; *EDUCATIONAL RESEARCH
IDENTIFIERS - *MISSISSIPPI

ABSTRACT - THIS SECOND PART OF A STUDY OF VOCATIONAL TEACHER EDUCATION IN MISSISSIPPI EVALUATES THE INSERVICE PHASE OF TEACHER EDUCATION WHILE THE FIRST AND THIRD PARTS DEAL WITH PRESERVICE EDUCATION AND TEACHER ATTITUDES CONCERNING WORK VALUES AND JOBS. THIS REPORT SUMMARIZES VOCATIONAL EDUCATORS' PERCEPTION OF HOW WELL THEY ARE ABLE TO PERFORM SPECIFIC TASKS AFTER COMPLETION OF INSERVICE PROGRAMS. THE EFFECTIVENESS OF TWO TYPES OF PROGRAMS ARE EVALUATED, THOSE CONDUCTED BY INSTITUTIONS AND THOSE CONDUCTED BY THE DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION OF THE MISSISSIPPI STATE DEPARTMENT OF EDUCATION. QUESTIONNAIRES WERE MAILED TO 1185 PERSONS WHO HAD TAUGHT MORE THAN THREE YEARS IN VOCATIONAL EDUCATION AND TO STATE-LEVEL SUPERVISORS AND TEACHER EDUCATORS. OVER 700 REPLIES WERE USED TO SUPPLY DATA WHICH PRODUCED FINDINGS CONCERNING THE SKILL GAINED BY INSERVICE EDUCATION DIFFERENCES IN COURSES, AND VARIATIONS AMONG THE VOCATIONAL SERVICE AREAS REPRESENTED. RECOMMENDATIONS FOR IMPROVING INSERVICE TRAINING IN MISSISSIPPI ARE DRAWN FROM THE FINDINGS. THE TWO RELATED STUDIES ARE AVAILABLE AS VT 101 080 AND VT 101 082. (AUTHOR/MU)

VT 101 082
HANDLEY, HERBERT M.; SHILL, JAMES F.
WORK VALUES AND JOB ATTITUDES HELD BY NEW TEACHERS IN VOCATIONAL EDUCATION IN MISSISSIPPI.

MISSISSIPPI RESEARCH COORDINATING UNIT FOR VOCATIONAL-TECHNICAL EDUCATION, STATE COLLEGE.; MISSISSIPPI STATE UNIV., STATE COLLEGE. BUREAU OF EDUCATIONAL RESEARCH.
MISSISSIPPI STATE DEPT. OF EDUCATION, JACKSON. DIV. OF VOCATIONAL AND TECHNICAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
R-SER-6
PUB DATE - JUL73 62P.

DESCRIPTORS - *TEACHER ATTITUDES; *PERSONAL VALUES; *VOCATIONAL EDUCATION TEACHERS; *EDUCATIONAL RESEARCH; *WORK ATTITUDES
IDENTIFIERS - *MISSISSIPPI

ABSTRACT - THIS THIRD PART OF A STUDY OF THE PREPARATION OF VOCATIONAL EDUCATION TEACHERS IN MISSISSIPPI SUMMARIZES DATA COLLECTED FROM THE PARTICIPANTS IN RELATING TO THE ATTITUDES AND VALUES OF TEACHERS WORKING IN VARIOUS VOCATIONAL SERVICE AREAS. THE ASSUMPTION IS MADE THAT TEACHER TRAINING GROUPS ARE RESPONSIBLE FOR ATTITUDES AND VALUES OF TEACHERS AS WELL AS KNOWLEDGE AND SKILLS. THREE INSTRUMENTS WERE USED FOR COLLECTING DATA FROM 187 RESPONDENTS OF THE FIRST STUDY. THE INSTRUMENTS WERE THE QUESTIONNAIRE OF THE FIRST STUDY, THE WORK VALUE INVENTORY BY SUPER, AND THE VOCATIONAL TEACHER ATTITUDE SCALE DEVELOPED BY THE INVESTIGATORS. FINDINGS INCLUDE SIMILARITIES OF WORK VALUES, DIFFERENCES IN ATTITUDES TOWARD STUDENTS, CORRELATIONS BETWEEN VALUES AND PERCEPTIONS OF JOB PREPARATION AND SATISFACTION, AND THE RELATIONSHIP OF ATTITUDES TO TEACHING SKILLS. RECOMMENDATIONS CONCERN CONSIDERATION AND FURTHER STUDY OF TEACHER WORK ATTITUDES BY TEACHER EDUCATORS. THE TWO RELATED STUDIES ARE AVAILABLE AS VT 101 080 AND VT 101 081. (AUTHOR/MU)

VT 101 083
RESEARCH AND DEVELOPMENT PROJECT

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IN CAREER EDUCATION. COMPLETE OCCUPATIONAL EDUCATIONAL DEVELOPMENT (COED). INTERIM REPORT. INTERIM EVALUATION REPORT.

KEENE UNION SCHOOL DISTRICT, N.H.; CEDAR ASSOCIATES, KEENE, N.H.
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-72-4654
PUB DATE - 74 175P.

DESCRIPTORS - *CAREER EDUCATION; RESEARCH PROJECTS; *INSERVICE TEACHER EDUCATION; *CURRICULUM DEVELOPMENT; PROGRAM EVALUATION

ABSTRACT - IN THE KEENE, NEW HAMPSHIRE, SCHOOL DISTRICT A PROGRAM OF OCCUPATIONAL AWARENESS AND ORIENTATION WAS IMPLEMENTED TO CHANGE THE SCHOOLS' ACADEMIC ORIENTATION TO ONE WITH INCREASED FOCUS ON CAREER NEEDS, BEGINNING WITH ELEMENTARY STUDENTS AND EXTENDING THROUGH GRADE 12. THIS REPORT COVERS THE PERIOD FROM DECEMBER 16, 1972 THROUGH MARCH 15, 1974. INSERVICE ACTIVITIES WERE CONDUCTED TO INTRODUCE TEACHERS TO THE INNOVATED CURRICULA, CAREER EDUCATION MATERIALS WERE SELECTED OR DEVELOPED FOR USE IN ALL GRADES, AND A COOPERATIVE JOB PLACEMENT SERVICE WAS ESTABLISHED. GOALS AND ACCOMPLISHMENTS DURING THIS SECOND 15-MONTH FUNDING CYCLE OF THE PROJECT ARE SUMMARIZED IN THE REPORT. MATERIALS ON EVALUATION, DISSEMINATION, AND PLACEMENT ARE APPENDED. THE EVALUATION, PRESENTED AS A SEPARATE PART OF THE INTERIM REPORT, INDICATES THAT CAREER EDUCATION COURSES HAVE BEEN GENERALLY WELL DEVELOPED BUT THAT GUIDANCE REMAINS AS AN AREA REQUIRING MORE ATTENTION. (MF)

VT 101 084
LASELL, WARREN L., AND OTHERS
A MODEL TO EVALUATE INSERVICE PERSONNEL DEVELOPMENT IN VOCATIONAL-TECHNICAL EDUCATION.

OHIO STATE UNIV., COLUMBUS. CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-72-0051(725)
PUB DATE - ND 90P.

DESCRIPTORS - *MODELS; *PROGRAM EVALUATION; *INSERVICE PROGRAMS; *VOCATIONAL DIRECTORS; *VOCATIONAL EDUCATION TEACHERS; BEHAVIORAL OBJECTIVES; SURVEYS; *PROGRAM COORDINATION

ABSTRACT - THE EVALUATION MODEL DESCRIBED IN THIS SET OF DOCUMENTS WAS DEVELOPED TO PROVIDE STATES WITH ONE MEANS OF EVALUATING PERSONNEL DEVELOPMENT PROGRAMS AND PROJECTS. IT IS DESIGNED TO SUPPLEMENT OTHER STATE EVALUATION EFFORTS. THE MODEL IS A SET OF SIX WRITTEN MATERIALS AND SEVERAL PROCEDURES DESCRIBED IN THE MATERIALS: (1) OVERVIEW, (2) MANUAL OF INSTRUCTIONS FOR THE DISTRIBUTION AND COLLECTION OF SURVEY FORMS AND SELECTION OF THE STATE EVALUATION TEAM, (3) SURVEY FORMS, (4) MANUAL OF INSTRUCTIONS TO PREPARE DATA FOR THE STATE EVALUATION TEAM MEETING, (5) MANUAL OF INSTRUCTIONS FOR THE STATE EVALUATION TEAM MEETING, AND (6) GUIDELINES FOR DEVELOPING BEHAVIORAL OBJECTIVES. THE FOUR SURVEY FORMS ARE TO GATHER DATA FROM STATE PROGRAM COORDINATORS, PROJECT DIRECTORS, PARTICIPANTS, AND SUPERVISORS. WITH THE MODEL PACKAGE IS THE FINAL REPORT OF A PILOT TEST OF AN EVALUATION SYSTEM FOR VOCATIONAL EDUCATION LEADERSHIP AND PROFESSIONAL DEVELOPMENT ACTIVITIES. MOST OF THE MODEL MATERIALS AND PROCEDURES WERE TESTED IN TENNESSEE AND CALIFORNIA. FOLLOWING THE PILOT TEST, THE MODEL WAS CONSIDERABLY REVISED. (MF)

VT 101 085
CAREER EDUCATION FOR PERSONS IN RURAL AREAS--PRIMARY FOCUS ON ADULTS 16 AND OVER. INTERIM REPORT.

NORTH CENTRAL TECHNICAL INST., WAUSAU, WIS.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-73-5292
PUB DATE - 15JUN74 250P.

DESCRIPTORS - *CAREER EDUCATION; *DEVELOPMENTAL PROGRAMS; *INSERVICE PROGRAMS; *ADULT EDUCATION; RURAL AREAS; ARTICULATION (PROGRAM); PUBLIC SCHOOLS; TECHNICAL INSTITUTES

ABSTRACT - THE GOALS AND OBJECTIVES OF THE EXEMPLARY PROJECT REPORTED FOR THE PERIOD JULY 1, 1973-JUNE 15, 1974 WERE: (1) TO PROVIDE ADULT CAREER EDUCATION ACTIVITIES TO PERSONS OVER 16 YEARS OF AGE, IN SCHOOL AND OUT, EMPLOYED AND UNEMPLOYED, (2) TO DEVELOP INSERVICE ACTIVITIES FOR PUBLIC SCHOOL FACULTY, (3) TO DEVELOP A RESOURCE CENTER OF CAREER EDUCATION MATERIALS, AND (4) TO IMPROVE ARTICULATION EFFORTS BETWEEN THE NORTH CENTRAL TECHNICAL INSTITUTE AND THE PUBLIC SCHOOLS IN THE LARGELY RURAL DISTRICT. IT WAS CONCLUDED THAT A "CLUSTER OF SCHOOL CONCEPT" DEVELOPED TO SERVE

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A LARGE GEOGRAPHIC DISTRICT WAS AN EFFECTIVE WAY OF IMPLEMENTING CAREER EDUCATION ACTIVITIES. PUBLIC SCHOOLS WERE RECEPTIVE TO CONSULTANT SERVICES PROVIDED BY A TECHNICAL INSTITUTE. A CAREER EDUCATION RESOURCES CENTER WAS ESTABLISHED, FACULTY INSERVICE PROGRAMS WERE CONDUCTED IN EVERY PARTICIPATING PUBLIC SCHOOL, AND CAREER EDUCATION ACTIVITIES WERE PROVIDED FOR ADULT EVENING CLASSES AND SPECIAL CLASSES. APPENDIXES INCLUDE A BIBLIOGRAPHY OF CAREER EDUCATION MATERIALS AVAILABLE FROM THE INSTITUTE, NEWSPAPER PUBLICITY, INSERVICE PROGRAMS, CAREER INTEREST SURVEY OF HIGH SCHOOL SENIORS, CAREER EDUCATION RESOURCE SURVEY, WISCONSIN CAREER AWARENESS INVENTORY, AND OTHER RELATED MATERIALS AND BROCHURES. (MF)

VT 101 086
EACH ONE TEACH ONE: A STUDENT TUTORIAL PROGRAM FOR THE ACADEMICALLY DISADVANTAGED. INTERIM REPORT.

FOX VALLEY TECHNICAL INST., APPLETON, WIS.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.; WISCONSIN STATE BOARD OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION, MADISON.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 30JUN74 36P.

DESCRIPTORS - *TUTORIAL PROGRAMS; *EDUCATIONALLY DISADVANTAGED; TECHNICAL INSTITUTES

ABSTRACT - STATISTICS FROM THE FOX VALLEY TECHNICAL INSTITUTE STUDENT SERVICES INDICATE THAT IN THE 1972-73 SCHOOL YEAR 17 PERCENT OF THE 2,000 FULL-TIME DAY STUDENTS LEFT SCHOOL BEFORE FINISHING REQUIREMENTS FOR GRADUATION. APPROXIMATELY HALF OF THESE STUDENTS DISCONTINUED BECAUSE OF ACADEMIC PROBLEMS. "EACH ONE TEACH ONE" IS A TUTORIAL PROGRAM INTENDED TO PROVIDE THE NECESSARY SUPPLEMENTAL ASSISTANCE ON A VOLUNTARY BASIS FOR ACADEMICALLY DISADVANTAGED STUDENTS BY OTHER INSTITUTE STUDENTS. INTERESTED STUDENTS APPLIED TO THE PROJECT COORDINATOR, WERE INTERVIEWED, AND COMPLETED APPLICATION FORMS. SELECTION WAS OFTEN BASED ON TEACHER RECOMMENDATIONS RATHER THAN GRADES, AND TUTORING TIME ARRANGED ACCORDING TO THE STUDENTS' SCHEDULES. ALTHOUGH FINANCIAL NEED WAS NOT A BASIS OF ELIGIBILITY, A SALARY OF $2.00 FOR EACH TUTORING HOUR WAS PAID. PROJECT ENROLLMENT RECORDS SHOW THAT 74 STUDENTS WERE SERVED, 27 EMPLOYED AS TUTORS AND 47 DISADVANTAGED STUDENTS RECEIVING TUTORIAL ASSISTANCE. EVALUATION INDICATED THAT BOTH STUDENT GROUPS BENEFITED FROM THE PROGRAM. STUDENT REPORTS AND FACULTY EVALUATIONS SHOWED TUTORING TO IMPROVE GRADES, ATTENDANCE, AND ATTITUDE. CONTINUATION OF THE PROGRAM WAS RECOMMENDED. PROGRAM AND EVALUATION FORMS, APPLICATIONS, BROCHURE, AND OTHER MATERIALS ARE INCLUDED IN THE REPORT. (MF)

VT 101 087
ROCHOW, ROBERT J.
PONTIAC ADULT-STUDENT LEARNING SYSTEM. INTERIM REPORT.

PONTIAC CITY SCHOOL DISTRICT, MICH.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEC-0-73-5287
PUB DATE - JUN74 350P.

DESCRIPTORS - *CAREER EDUCATION; *VOCATIONAL DEVELOPMENT; *INTEGRATED CURRICULUM; *VOCATIONAL EDUCATION; *DEVELOPMENTAL PROGRAMS; ELEMENTARY GRADES; SECONDARY GRADES
IDENTIFIERS - *PONTIAC CITY SCHOOL SYSTEM; MICHIGAN

ABSTRACT - COVERING THE TIME PERIOD FROM JULY 1, 1973 TO JUNE 30, 1974, THIS INTERIM REPORT DESCRIBES THE PROGRESS OF A PROGRAM OF CAREER EDUCATION IN THE PONTIAC CITY SCHOOL DISTRICT OF MICHIGAN. PROGRAM, DEVELOPMENTAL, AND DISSEMINATION GOALS ARE OUTLINED AND PROCEDURES ALONG WITH THEIR TIME LINES ARE GIVEN. EVALUATIONS AND CONCLUSIONS HAVE LED TO RECOMMENDATIONS TO PROCEED WITH FURTHER IMPLEMENTATION OF THE PROGRAM WITH INCREASING ATTENTION TO PARENTS, BUSINESS, AND INDUSTRY INVOLVEMENT. A 7-PART PRODUCT SECTION OF THE REPORT GIVES EXAMPLES OF THE PONTIAC ADULT-STUDENT LEARNING SYSTEM (PALS), TEACHER PROCEDURE SHEET, PERFORMANCE OBJECTIVES, ACTIVITIES, INTERNSHIPS, TEAM PROJECTS, AND AN APPENDIX TO THE SECTION. A 21-PART APPENDIX TO THE REPORT ITSELF CONTAINS INSTRUMENTS, PROGRAMS, AN EVALUATION DESIGN, SEMESTER RESULTS, AND PUBLICITY. (MU)

VT 101 088
GONZALES, RAYMOND R.
TRI-CULTURAL VOCATIONAL EXPLORATORY CAREER AND WORK EXPERIENCE EDUCATION PROGRAM. FINAL REPORT.

BERNALILLO PUBLIC SCHOOLS, N. MEX

BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE),

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WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-71-1025(361)
PUB DATE - 30JUN74 160P.

DESCRIPTORS - *CAREER EDUCATION; *VOCATIONAL DEVELOPMENT; *VOCATIONAL EDUCATION; *EDUCATIONAL IMPROVEMENT; *DEVELOPMENTAL PROGRAMS; SECONDARY GRADES; ELEMENTARY GRADES
IDENTIFIERS - *BERNALILLO PUBLIC SCHOOLS; NEW MEXICO

ABSTRACT - THIS FINAL REPORT OUTLINES THE OPERATION OF A CAREER EDUCATION EXEMPLARY PROJECT OVER ITS THREE YEARS FROM FEBRUARY 1971 TO JUNE 1974 IN THE BERNALILLO PUBLIC SCHOOLS OF NEW MEXICO. PROGRAM GOALS, PROCEDURES, ACCOMPLISHMENTS, EVALUATIONS, AND RECOMMENDATIONS ARE INCLUDED. A SPECIAL SECTION DOCUMENTS THE THIRD-PARTY EVALUATION OF THE PROJECT DURING ITS FINAL YEAR WITH RECOMMENDATIONS DIRECTED TO PROJECT OBJECTIVES, INSERVICE STAFF DEVELOPMENT, CAREER MEDIA CENTERS IN EACH SCHOOL, PUBLIC RELATIONS, AND COST ANALYSES. (AUTHOR/MU)

VT 101 089
PENDLETON, J. ROBERT
IMPLEMENTATION OF A PROGRAM AND DELIVERY SYSTEM FOR COMPREHENSIVE CAREER EDUCATION IN A RURAL AREA. INTERIM REPORT.

WESTERN WISCONSIN TECHNICAL INST., LA CROSSE.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-73-5297
PUB DATE - 15JUN74 250P.

DESCRIPTORS - *CAREER EDUCATION; *VOCATIONAL EDUCATION; *VOCATIONAL DEVELOPMENT; *RURAL SCHOOL SYSTEMS; *EDUCATIONAL IMPROVEMENT; COMMUNITY INVOLVEMENT
IDENTIFIERS - *WESTERN WISCONSIN

ABSTRACT - COVERING THE TIME PERIOD FROM JULY 1973 TO JULY 1974, THIS INTERIM REPORT DOCUMENTS THE FIRST YEAR OF A PROGRAM OF CAREER EDUCATION IN A RURAL AREA OF 5,000 SQUARE MILES IN WESTERN WISCONSIN. GOALS, PROCEDURES, AND ACCOMPLISHMENTS ARE DIRECTED TOWARD ESTABLISHING RESOURCE CENTERS AND INSERVICE PROGRAMS FOR STAFF DEVELOPMENT, DEVELOPING CAREER EDUCATION INSTRUMENTS AND CURRICULUM, AND ACHIEVING ARTICULATION OF PROGRAMS IN THE AREA. RECOMMENDATIONS CONCERN A CONTINUING EFFORT IN EXPANDING THE CAREER EDUCATION PROGRAM INTO MORE SCHOOLS AND STRENGTHENING RAPPORT WITH THE COMMUNITIES CONCERNED FOR AN INCREASING INVOLVEMENT OF ALL AGENCIES IN THE AREA. (MU)

VT 101 090
PELKEY, EDWARD L.
A COMPREHENSIVE CAREER EDUCATION DEVELOPMENT PROJECT FOR THE SCHOOL DISTRICTS OF MUSKEGON AND MUSKEGON HEIGHTS. INTERIM REPORT.

MUSKEGON PUBLIC SCHOOLS, MICH.
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-72-5169
PUB DATE - 74 185P.

DESCRIPTORS - *DEVELOPMENTAL PROGRAMS; *CAREER EDUCATION; *CURRICULUM DEVELOPMENT; *INTEGRATED CURRICULUM; ACTIVITY UNITS; OCCUPATIONAL CLUSTERS; DISADVANTAGED YOUTH
IDENTIFIERS - *MUSKEGON PUBLIC SCHOOLS; MICHIGAN

ABSTRACT - AN EXEMPLARY PROJECT IN VOCATIONAL EDUCATION IS REPORTED FOR THE SCHOOL DISTRICTS OF MUSKEGON AND MUSKEGON HEIGHTS, MICHIGAN, FOR THE PERIOD FROM JULY 1, 1973 THROUGH JUNE 30, 1974. APPROXIMATELY SEVEN PERCENT OF THE COMBINED SCHOOL POPULATION OF THE TWO CITIES PARTICIPATED IN THE PROJECT, USING ACTIVITY-CENTER UNITS OF INSTRUCTION BASED ON THE CONCEPT OF OCCUPATIONAL CLUSTERS INTEGRATED INTO THE K-12 CURRICULUM. AT THE CLOSE OF THE SECOND YEAR OF PROJECT ACTIVITIES, MOST OF THE ORIGINAL TEACHERS AND ADMINISTRATORS ARE STILL WITH THE PROJECT AND THOSE STAFF MEMBERS NOT INVOLVED IN IT HAVE BEGUN TO REQUEST CAREER EDUCATION MATERIALS AND INFORMATION. A STRONG DETERMINANT IN TEACHER INTEREST HAS BEEN STUDENT ENTHUSIASM WITH THE CAREER ACTIVITIES. OVERALL CONCLUSIONS WERE THAT CAREER EDUCATION DOES MAKE A DIFFERENCE IN A SCHOOL SYSTEM AND THAT CAREER EDUCATION CONCEPTS CAN BEST BE TAUGHT AND LEARNED BY INTEGRATION INTO THE REGULAR INSTRUCTIONAL PROGRAM RATHER THAN BY SPECIAL CAREER EDUCATION COURSES OR PROGRAMS. CONTINUED CURRICULUM INTEGRATION OF CAREER EDUCATION ACTIVITIES, INSERVICE TEACHER TRAINING, AND CAREER COUNSELING AND SKILL TRAINING FOR POTENTIAL DROPOUT STUDENTS ARE RECOMMENDED FOR THE THIRD YEAR OF OPERATION. CURRICULUM-BASED UNIT PLANS ARE AVAILABLE AS VT 101 007, VT 101 008, AND VT 101 009. (MF)

VT 101 091
MICHEL, JOHN T.
TUCSON MODEL CITIES EXEMPLARY VOCATIONAL EDUCATION PROGRAM. FINAL REPORT.

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TUCSON PUBLIC SCHOOLS, ARIZ.
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-71-4168(361)
PUB DATE - 30JUN74 200P.

DESCRIPTORS - *CAREER EDUCATION; *VOCATIONAL EDUCATION; *VOCATIONAL DEVELOPMENT; *DEVELOPMENTAL PROGRAMS
IDENTIFIERS - *TUCSON PUBLIC SCHOOLS; MODEL CITIES PROGRAM

ABSTRACT - TO BROADEN THE UNDERSTANDING OF STUDENTS CONCERNING THEIR OWN POTENTIAL AND TO TRAIN AND PLACE THEM FOR EMPLOYMENT, A MODEL CITIES PROGRAM IN THE TUCSON PUBLIC SCHOOLS INVOLVED ELEMENTARY AND SECONDARY SCHOOLS AND ALL PERTINENT ELEMENTS IN THE COMMUNITY. THIS FINAL REPORT, COVERING THE TIME PERIOD FROM JULY 1971 THROUGH JUNE 1974 DESCRIBES THE GOALS, PROCEDURES, ACCOMPLISHMENTS, AND EVALUATIONS OF THE PROGRAM. STAFF ACQUISITION, INSERVICE WORKSHOPS, TEACHING MATERIALS, RESOURCE PERSONS FROM THE COMMUNITY, AND SPECIAL PROGRAMS FOR UNDER-ACHIEVERS AND POTENTIAL DROPOUTS ARE DETAILED. A THIRD-PARTY EVALUATION MONITORED THE PROJECT. RECOMMENDATIONS CONCERN MINI-WORKSHOPS FOR TEACHERS, TEACHING TECHNIQUES, AND A CAREER INFORMATION CENTER FOR SECONDARY STUDENTS. (MU)

VT 101 092
EXEMPLARY VOCATIONAL EDUCATION PROGRAM BASED ON ENVIRONMENTAL STUDIES K-14. FINAL REPORT.

MINNESOTA ENVIRONMENTAL SCIENCES FOUNDATION, INC., MINNEAPOLIS.
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-71-2396(361)
PUB DATE - JUN74 275P.

DESCRIPTORS - *CAREER EDUCATION; *DEVELOPMENTAL PROGRAMS; ENVIRONMENTAL EDUCATION; *VOCATIONAL EDUCATION; *CAREER PLANNING; PROGRAM EVALUATION; ELEMENTARY EDUCATION; SECONDARY EDUCATION
IDENTIFIERS - *MINNEAPOLIS

ABSTRACT - USING ENVIRONMENTAL STUDIES AS A CATALYST FOR INTRODUCING CAREER EDUCATION CONCEPTS TO A SCHOOL DISTRICT IN A MINNEAPOLIS SUBURB, THIS EXEMPLARY PROGRAM SOUGHT TO DEVELOP AN ECOLOGICAL CONSCIENCE IN ALL STUDENTS WHILE PROMOTING CAREER EDUCATION. GOALS, PROCEDURES, ACCOMPLISHMENTS, AND EVALUATIONS ARE DESCRIBED. DATA ARE SUPPLIED FROM EACH OF THE PARTICIPATING 19 ELEMENTARY SCHOOLS, 4 JUNIOR HIGH SCHOOLS, AND 3 SENIOR HIGH SCHOOLS, AND EVALUATIONS ARE PROVIDED SEPARATELY FOR THE PROGRAM, MANAGEMENT, AND INSERVICE COMPONENTS OF THE PROJECT. (MU)

VT 101 093
PAVLISH, A.L.
PALS (PONTIAC ADULT-STUDENT LEARNING SYSTEM). INTERNAL EVALUATION REPORT.

PONTIAC CITY SCHOOL DISTRICT, MICH.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 74 33P.

DESCRIPTORS - *ATTITUDE TESTS; *STUDENT ATTITUDES; *VOCATIONAL MATURITY; HIGH SCHOOL STUDENTS; ASPIRATION; *PARENT ATTITUDES; SURVEYS; INTERVIEWS; *PROGRAM EVALUATION; EVALUATION CRITERIA

ABSTRACT - THE TWO MAJOR ASSESSMENT GOALS OF THE PONTIAC ADULT-STUDENT LEARNING SYSTEM (PALS) PROJECT WERE PROJECT DISSEMINATION AND STUDENT ACHIEVEMENT. THE PURPOSE OF THIS INTERNAL EVALUATION WAS TO SECURE SUMMATIVE AND PROCEDURAL DATA FOR PROGRAM DESIGN AND EVALUATION. ALTHOUGH PROGRAM ASSESSMENT OF DISSEMINATION OBJECTIVES IS NOT WARRANTED FOR THE LONG-RANGE THREE-YEAR GOALS, THE STUDENT ACHIEVEMENT GOALS ARE VALID EVALUATION CRITERIA. RESULTS OF SURVEYS MADE TO MEASURE AWARENESS OF THE PALS PROGRAM BY PARENTS AND STUDENTS ARE SUMMARIZED. COMPILATIONS OF ASPIRATION LEVEL, ATTITUDE TESTS, AND CAREER MATURITY INVENTORIES FOR PALS STUDENTS ARE ALSO PRESENTED. FINDINGS INDICATED THAT WHILE PARENTS ARE SOMEWHAT AWARE OF THE PALS PROJECT, THE AWARENESS OF THE SAMPLED STUDENTS WAS RELATIVELY LOW. PALS STUDENTS SHOWED A HIGHER LEVEL OF CAREER AWARENESS THAN A COMPARATIVE NORM GROUP. A PILOT EVALUATION STUDY OF THE PALS PROJECT SEEMED TO INDICATE THAT PALS STUDENTS HAD SOME ABILITY TO TRANSFER SKILLS LEARNED IN THE CLASSROOM TO REAL LIFE SITUATIONS. (MF)

VT 101 094
KIMBALL, DONOVAN
COMPREHENSIVE CAREER EDUCATION PROCESS IN SPRINGFIELD PUBLIC SCHOOLS. INTERIM REPORT.

SPRINGFIELD PUBLIC SCHOOLS, OREG.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-73-5288
PUB DATE - 30JUN74 90P.

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ESCRIPTORS - *CAREER EDUCATION; VOCATIONAL DEVELOPMENT; DEVELOPMENTAL PROGRAMS; *CAREER LANNING; *PROGRAM EVALUATION; ROGRAM DESCRIPTIONS
DENTIFIERS - *SPRINGFIELD OREGON CHOOL DISTRICT

BSTRACT - COVERING ITS FIRST YEAR F OPERATION, THE TIME PERIOD FROM ULY 1973 TO JULY 1974, THIS NTERIM REPORT DOCUMENTS THE OALS, PROCEDURES, CCOMPLISHMENTS, EVALUATIONS, AND ECOMMENDATIONS OF A PROJECT ESIGNED TO DEVELOP AND IMPLEMENT AREER EDUCATION CONCEPTS AND TO ROVIDE A MODEL OF CAREER DUCATION FOR OREGON. STAFF ELECTION AND DEVELOPMENT, NSERVICE TRAINING, A CONTINUOUS VALUATION, AND THE ARTICULATED ROCESSES ARE DESCRIBED. ECOMMENDATIONS CENTER ON THE UIDANCE COMPONENT OF THE SYSTEM ND A CONTINUATION OF THE PROGRAM. MU)

VT 101 095
BENJAMIN, DAYTON
ORIENTATION-WORK-STUDY-PLACEMENT PROGRAM. FINAL REPORT.

NORTH STAR BOROUGH SCHOOL DISTRICT, FAIRBANKS, ALASKA.
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-71-4776(361)
PUB DATE - JUN74 103P.

DESCRIPTORS - *CAREER EDUCATION; *VOCATIONAL EDUCATION; *VOCATIONAL DEVELOPMENT; WORK EXPERIENCE PROGRAM; JOB PLACEMENT; *CAREER PLANNING
IDENTIFIERS - ALASKA; *FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

ABSTRACT - TO ACCOUNT FOR AN OCCUPATIONAL ORIENTATION PROGRAM IN ALASKA, THIS FINAL REPORT COVERS THE TIME PERIOD FROM AUGUST 1971 TO JULY 1974. OBJECTIVES INCLUDE STUDENT ORIENTATION TO EMPLOYMENT, DROPOUT PREVENTION, JOB PLACEMENT FOR ALL STUDENTS LEAVING THE SYSTEM, INSERVICE TRAINING FOR DISTRICT PERSONNEL, AND INTERACTION AMONG EDUCATORS, COMMUNITY, AND MANPOWER AGENCIES IN THE STATE. GOALS, PROCEDURES, ACCOMPLISHMENTS, AND EVALUATIONS ARE DESCRIBED. RECOMMENDATIONS DEFINE THE WORK OF A CAREER EXTENSION CENTER, CAREER EDUCATION CONCEPTS, SKILL TRAINING, AND VOCATIONAL DEVELOPMENT OF STUDENTS IN THE SYSTEM. (MU)

VT 101 096
MCCALEB, OMER
PROJECT VIGOR: VOCATIONAL CLUSTER EDUCATION, INTEGRATED AND ARTICULATED GRADES 1 THROUGH 14 WITH GUIDANCE SERVICES, OCCUPATIONAL EXPLORATION AND WORK EXPERIENCE RELEVANT TO GENERAL EDUCATION. FINAL REPORT.

DAVID DOUGLAS PUBLIC SCHOOLS, PORTLAND, OREG.
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-70-5187(361)
PUB DATE - 30JUN74 50P.

DESCRIPTORS - *CAREER EDUCATION; *EDUCATIONAL PLANNING; *VOCATIONAL DEVELOPMENT; *PROGRAM PLANNING
IDENTIFIERS - *DAVID DOUGLAS PUBLIC SCHOOLS; OREGON

ABSTRACT - THIS FINAL REPORT SUMMARIZES AN 11-MONTH CONTINUATION OF THE PROGRAM OF CAREER EDUCATION IN THE DAVID DOUGLAS SCHOOL DISTRICT IN OREGON COVERING THE TIME PERIOD FROM JUNE 11, 1973 TO APRIL 15, 1974. OBJECTIVES OF THE PROGRAM EXTENSION, PROCEDURES, AND RESULTS ARE LISTED. THE APPENDIX CONTAINS THE GRANT EXTENSION, BUDGET, SCHOOL BULLETIN, AND MASTER PLAN FOR CAREER EDUCATION. A SEPARATELY BOUND LONG RANGE PLAN FOR THE DAVID DOUGLAS PUBLIC SCHOOLS IS INCLUDED. (MU)

VT 101 097
INFORMATION RETRIEVAL DEMONSTRATION AND RESEARCH PROJECT. FINAL REPORT.

WISCONSIN UNIV., MADISON. CENTER FOR STUDIES IN VOCATIONAL AND TECHNICAL EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.; WISCONSIN STATE BOARD OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION, MADISON.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUN74 56P.

DESCRIPTORS - *DIAL ACCESS INFORMATION SYSTEMS; *INFORMATION RETRIEVAL; *COMPUTER STORAGE DEVICES; *USE STUDIES; *INFORMATION UTILIZATION; VOCATIONAL EDUCATION
IDENTIFIERS - *EDUCATIONAL RESOURCES INFORMATION CENTER; ERIC

ABSTRACT - THE PROJECT, WHICH RAN FROM DECEMBER 1, 1973 TO JUNE 30, 1974, WAS DESIGNED TO DEMONSTRATE THE COMPUTER TERMINAL SYSTEM OF INFORMATION RETRIEVAL FROM A CENTRAL COMPUTER. SPECIFICALLY, THE SYSTEM CONCENTRATED ON COMPUTER SEARCHING OF THE ERIC SYSTEM WITH POTENTIAL SEARCH OF THE NATIONAL TECHNICAL INFORMATION SERVICE TAPES AS A LONG-RANGE GOAL. DEMONSTRATIONS TOOK PLACE BY

LOCATING NINE TERMINALS IN VOLUNTEER DISTRICTS IN WISCONSIN AND CONDUCTING INSERVICE TRAINING TO ACQUAINT PEOPLE WITH ITS USE. ALTERNATE EDUCATIONAL APPLICATIONS OF THE COMPUTER TERMINAL WERE IDENTIFIED AND A 4-MONTH USAGE BY STAFF IS TO BE CONTINUED. FAVORABLE ACCEPTANCE OF THE SYSTEM WAS FOUND AND FUTURE EXPANSION OF THE EXISTING SYSTEM IS ENVISIONED. (AUTHOR/MU)

VT 101 098
VANDERSYPEN, JOHN J., JR.
AN EXEMPLARY PROGRAM FOR CAREER EDUCATION. INTERIM REPORT.

NATCHITOCHES PARISH SCHOOL BOARD, LA.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-73-5308
PUB DATE - JUN74 215P.

DESCRIPTORS - *DEVELOPMENTAL PROGRAMS; *CAREER EDUCATION; *RURAL SCHOOLS; *COUNTY SCHOOL SYSTEMS; *RESOURCE UNITS; PROGRAM EVALUATION
IDENTIFIERS - LOUISIANA

ABSTRACT - THE UNDERLYING OBJECTIVE OF THIS EXEMPLARY PROGRAM FOR CAREER EDUCATION, REPORTED FOR THE PERIOD JUNE 15, 1973 THROUGH JUNE 14, 1974, WAS TO IMPLEMENT THE STATE CAREER EDUCATION MODEL IN A RURAL PARISH THEREBY DEMONSTRATING A WORKABLE PROGRAM CAPABLE OF BEING IMPLEMENTED IN OTHER RURAL PARISHES IN LOUISIANA. THE OVERALL GOAL OF THE PROJECT WAS TO FACILITATE EACH STUDENT'S CAREER ACHIEVEMENT BY RELATING HIS EDUCATIONAL PROGRAM TO HIS NEEDS FOR SKILLS THAT WILL ENABLE HIM TO BROADEN HIS OCCUPATIONAL ASPIRATIONS AND OPPORTUNITIES AND TO EARN A LIVING. THE PRODUCT GOALS FOR EACH OF THE PROJECT COMPONENTS WERE: (1) GUIDANCE AND COUNSELING, (2) CAREER ACHIEVEMENT SKILLS, (3) ELEMENTARY CAREER AWARENESS, (4) JUNIOR HIGH ORIENTATION/EXPLORATION, (5) SENIOR HIGH AND POST-HIGH JOB PREPARATION, AND (6) PLACEMENT OF ALL EXITING STUDENTS EITHER IN JOBS OR IN OTHER EDUCATIONAL PROGRAMS. IN ADDITION TO MATERIALS, RESOURCES, FORMS, AND ACTIVITIES THE APPENDIXES INCLUDE THE EVALUATION REPORT OF THE EXEMPLARY PROGRAM IN NATCHITOCHES PARISH, LOUISIANA. (MF)

VT 101 099
BANKS, JESS
A COMPARISON OF IDENTIFIED TEACHING SUCCESS CHARACTERISTICS OF ADULT VOCATIONAL TEACHERS WITH THEIR ATTITUDE INVENTORY SCORES.

MF AVAILABLE IN VT-ERIC SET.
PUB DATE - MAY74 62P. M.S. THESIS. OKLAHOMA STATE UNIV., STILLWATER.

DESCRIPTORS - *TEACHER RATING; *VOCATIONAL EDUCATION TEACHERS; ADULT VOCATIONAL EDUCATION; *TEACHER CHARACTERISTICS; CORRELATION; *SUCCESS FACTORS; *TEACHER ATTITUDES; ATTITUDE TESTS; SELF EVALUATION; STUDENT OPINION; ADULT STUDENTS; MASTERS THESES

ABSTRACT - THE PURPOSE OF THIS STUDY WAS TO DETERMINE IF THERE WERE CERTAIN IDENTIFIED TEACHING SUCCESS CHARACTERISTICS THAT CAN BE CORRELATED WITH THE ATTITUDE INVENTORY SCORES OF ADULT VOCATIONAL TEACHERS. DATA WERE COLLECTED BY THE MINNESOTA TEACHER ATTITUDE INVENTORY (MTAI) AT THREE MANPOWER SKILLS CENTERS IN OKLAHOMA. THE TEACHERS ALSO RATED THEMSELVES ON THEIR PERCEPTIONS OF STATED TEACHING CHARACTERISTICS, AS DID THEIR STUDENTS AND ADMINISTRATORS. IT WAS FOUND THAT THERE WAS LITTLE OR NO CORRELATION BETWEEN THE MTAI SCORES AND THE CRITERION RATINGS OF THE TEACHERS AND STUDENTS, AND ONLY A SLIGHT CORRELATION BETWEEN THE SCORES AND THE ADMINISTRATORS' RATINGS. IT IS DOUBTFUL IF THE MTAI WOULD BE OF VALUE AS AN AID FOR SELECTION AND HIRING OF VOCATIONAL INSTRUCTORS FOR ADULT VOCATIONAL CLASSES. DETAILED CONCLUSIONS AND RECOMMENDATIONS ARE PRESENTED. (MF)

VT 101 100
TEACHER TRAINING IN CAREER EDUCATION. FINAL REPORT.

MAINE UNIV., ORONO. COLL. OF EDUCATION.
MAINE STATE DEPT. OF EDUCATIONAL AND CULTURAL SERVICES, AUGUSTA. BUREAU OF VOCATIONAL EDUCATION.; OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 30JUN74 36P.

DESCRIPTORS - *TEACHER PROGRAMS; MODELS; *CAREER EDUCATION; *INSERVICE TEACHER EDUCATION; *TEACHER WORKSHOPS
IDENTIFIERS - MAINE

ABSTRACT - THE TEACHER TRAINING IN CAREER EDUCATION PROJECT WAS DESIGNED TO DEVELOP AN INSERVICE TRAINING MODEL THAT COULD BE USED BY LOCAL SCHOOL SYSTEMS FOR INITIATING PROGRAMS IN CAREER EDUCATION. THE PROGRAM CONSISTED OF TWO MAJOR COMPONENTS: STRUCTURED INSERVICE TRAINING WORKSHOPS AND DEVELOPMENT OF A

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MODEL TRAINER'S MANUAL. THE MAJOR FOCUS OF THE WORKSHOPS WAS TO INTRODUCE THE CONCEPTS AND DEMONSTRATE APPLICATIONS OF CAREER EDUCATION. THE TRAINER'S MANUAL WAS DESIGNED FOR USE BY LOCAL EDUCATION PERSONNEL TO TRAIN ALL STAFF IN CAREER EDUCATION. (AUTHOR/MF)

VT 101 101
BORDINI, D.J.
A TASK ANALYSIS OF VOCATIONAL-TECHNICAL-ADULT SCHOOL COORDINATORS IN THE STATE OF WISCONSIN. FINAL REPORT.

FOX VALLEY TECHNICAL INST., APPLETON, WIS.; WISCONSIN UNIV. - STOUT, MENOMONIE. CENTER FOR VOCATIONAL, TECHNICAL AND ADULT EDUCATION.
WISCONSIN STATE BOARD OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION, MADISON.; OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 30JUN73 276P.

DESCRIPTORS - *COORDINATORS; *TASK ANALYSIS; *EDUCATIONAL COORDINATION; STATE SURVEYS; *AREA VOCATIONAL SCHOOLS; ADULT VOCATIONAL EDUCATION; PROGRAM DEVELOPMENT; PROGRAM COORDINATION
IDENTIFIERS - WISCONSIN

ABSTRACT - THE PURPOSE OF THIS STUDY WAS TO INVESTIGATE THE FUNCTIONAL AND DIRECTIVE RESPONSIBILITIES OF ALL THE COORDINATORS IN THE WISCONSIN VOCATIONAL-TECHNICAL-ADULT SCHOOL SYSTEM THROUGH A TASK ANALYSIS. DISTRICT REORGANIZATION SEVERAL YEARS AGO EXTENDED THE CONCEPT OF CONTINUING EDUCATION TO A GREATER NUMBER AND PROVIDED A MORE RESPONSIVE SYSTEM TO MEET THE CHANGING TECHNOLOGICAL AND SOCIAL NEEDS OF INDIVIDUALS. TO LEARN THE TASKS PERFORMED IN EACH MAJOR AREA OF COORDINATION, A TASK ANALYSIS INSTRUMENT WAS DEVELOPED AND MAILED TO COORDINATORS IN THE AREA VOCATIONAL-TECHNICAL-ADULT SCHOOLS IN WISCONSIN. THE SURVEY RESPONSES INDICATED THAT THE ROLE OF COORDINATORS HAS CHANGED IN THAT THEY ARE NOW MORE INVOLVED WITH ADULT CONTINUING EDUCATION AND WITH COURSE CONTENT. THE DOCUMENT INCLUDES THE TASK ANALYSIS SURVEY AND A DETAILED STATISTICAL SUMMARY OF THE COORDINATORS' RESPONSES. THE DATA MAY BE USED TO UPGRADE THE POSITION OF COORDINATOR AND ALSO TO DETERMINE THE COURSES NEEDED FOR CERTIFICATION OF COORDINATORS. (MF)

VT 101 102
LAWSON, RODGER S.
PERSPECTIVES ON THE DEVELOPMENT OF A COMPREHENSIVE LABOR MARKET INFORMATION SYSTEM FOR MICHIGAN. METHODS FOR MANPOWER ANALYSIS NO. 6.

UPJOHN (W.E.) INST. FOR EMPLOYMENT RESEARCH, KALAMAZOO, MICH.
MICHIGAN STATE DEPT. OF EDUCATION, LANSING. VOCATIONAL EDUCATION AND CAREER DEVELOPMENT SERVICE.; MICHIGAN STATE OFFICE OF MANPOWER PLANNING, LANSING.
MF AVAILABLE IN VT-ERIC SET.
W.E. UPJOHN INST. FOR EMPLOYMENT RESEARCH, 300 SOUTH WESTNEDGE AVE., KALAMAZOO, MICH. 49007 ($1.75)
PUB DATE - APR73 79P.

DESCRIPTORS - *LABOR MARKET; *INFORMATION SYSTEMS; *MANPOWER DEVELOPMENT; SYSTEMS DEVELOPMENT; DELIVERY SYSTEMS; MANPOWER NEEDS; STATEWIDE PLANNING; EMPLOYMENT STATISTICS; DATA BANKS
IDENTIFIERS - MICHIGAN

ABSTRACT - IN MICHIGAN, AS IN OTHER PARTS OF THE COUNTRY DURING RECENT YEARS, INTEREST HAS BEEN GROWING IN THE DEVELOPMENT OF A LABOR MARKET INFORMATION SYSTEM TO SUPPORT THE PROVISION OF EDUCATION AND MANPOWER SERVICES AT THE STATE AND LOCAL LEVEL. THIS STUDY WAS PREPARED TO CONTRIBUTE TO THE DEVELOPMENT OF A COMPREHENSIVE MANPOWER INFORMATION SYSTEM FOR THE STATE OF MICHIGAN. SECTIONS OF THE REPORT DISCUSS DATA ELEMENTS NEEDED IN SUCH AN INFORMATION SYSTEM, THE NEED FOR THE SYSTEM, EXISTING SOURCES OF DATA FOR LABOR MARKET INFORMATION, NEW DATA REQUIREMENTS AND PROGRAMS, AND RECOMMENDATIONS FOR FUTURE ACTION. APPENDED ARE SOURCES OF LABOR MARKET INFORMATION, COMPONENTS OF A COMPREHENSIVE MANPOWER INFORMATION SYSTEM, AND SUGGESTED LABOR MARKET INFORMATION AREAS. (MF)

VT 101 103
MAXWELL, DAVID KENT
INSTRUCTOR PERFORMANCE APPRAISAL IN COMMUNITY COLLEGES.

MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUN74 110P. ED.D THESIS, OREGON STATE UNIV., CORVALLIS.

DESCRIPTORS - *COMMUNITY COLLEGES; *TEACHER EVALUATION; *EVALUATION METHODS; *FACULTY EVALUATION; DOCTORAL THESES

ABSTRACT - TO DETERMINE THE DIFFERENCES IN METHODS OF APPRAISING INSTRUCTORS AT COMMUNITY COLLEGES, 160 QUESTIONNAIRES MAILED TO FIVE STATES WERE ANALYZED. FROM FLORIDA, IOWA, NEW YORK, TEXAS, AND WASHINGTON, INFORMATION WAS

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COLLECTED FROM ADMINISTRATORS AND INSTRUCTORS SELECTED AT RANDOM FROM FACULTIES IN PARTICIPATING COMMUNITY COLLEGES. ANALYSIS OF VARIANCE WAS USED TO ANALYZE THE DATA WHICH PRODUCED THE FOLLOWING FINDINGS: (1) THE INSTRUCTOR'S IMMEDIATE SUPERVISOR IS PRIMARILY RESPONSIBLE FOR APPRAISAL, (2) RATING SCALES ARE USED MOST OFTEN FOR APPRAISAL, (3) CRITERIA INCLUDE CLASSROOM INTERACTION, PERSONAL ATTRIBUTES, CLASS MANAGEMENT, TEACHING PLANS, AND COMMITTMENT TO THE INSITUTIONAL GOALS, AND (4) SOME FEW DIFFERENCES IN STATES, ADMINISTRATOR AND INSTRUCTOR RESPONSES, AND INSTITUTIONS OF MULTI-OR SINGLE-CAMPUS ORGANIZATION ARE SEEN. THIS DOCTORAL DISSERTATION WAS SUBMITTED TO THE OREGON STATE UNIVERSITY. (MU)

VT 101 104
DEVELOPMENT OF INSTRUCTIONAL MATERIALS FOR TELEPHONE TECHNICIANS TRAINING (ITPTT). FINAL REPORT.

NORTH DAKOTA STATE SCHOOL OF SCIENCE, WAHPETON.
NORTH DAKOTA STATE BOARD FOR VOCATIONAL EDUCATION, BISMARCK.
MF AVAILABLE IN VT-ERIC SET.
RES-SER-6
PUB DATE - JUN74 125P.

DESCRIPTORS - *INSTRUCTIONAL MATERIALS; *TECHNICAL EDUCATION; *POST SECONDARY EDUCATION; *TELEPHONE COMMUNICATION SYSTEMS; ELECTRONIC TECHNICIANS; *MATERIAL DEVELOPMENT; PROGRAM DEVELOPMENT
IDENTIFIERS - *NORTH DAKOTA

ABSTRACT - THIS DOCUMENT REPORTS A PROJECT IN NORTH DAKOTA FOR DEVELOPING INSTRUCTIONAL MATERIALS TO TRAIN TELEPHONE TECHNICIANS. METHODS INVOLVED FOUR PERSONS WORKING ON A PART TIME BASIS, THREE FROM INDUSTRY AND ONE FROM A POST SECONDARY TECHNICAL SCHOOL. MATERIALS DEVELOPED WERE SUBMITTED TO AN ADVISORY COMMITTEE FROM INDUSTRY, THE STATE DEPARTMENT OF EDUCATION, THE NORTH DAKOTA RESEARCH COORDINATING UNIT, STATE BOARD VOCATIONAL EDUCATION AND LABOR UNION REPRESENTATIVES. ONE OF THE THREE COURSES PLANNED WAS FINISHED AND IS INCLUDED, THE BASIC X-Y DIAL SYSTEMS. THREE PIECES OF INSTRUCTIONAL MATERIALS FROM IT ARE ATTACHED, THE INSTRUCTOR'S MANUAL, THE STUDY GUIDE, AND A SET OF TEACHING AIDS. TWO ADDITIONAL COURSES ARE PLANNED. (MU)

VT 101 105
BLOOMQUIST, ROGER, AND OTHERS
A FOLLOW-UP OF FISCAL YEAR 1970 OFFICE AND DISTRIBUTIVE EDUCATION GRADUATES FROM VOCATIONAL EDUCATION POST-SECONDARY PROGRAMS. FINAL REPORT.

NORTH DAKOTA UNIV., GRAND FORKS.
NORTH DAKOTA STATE BOARD FOR VOCATIONAL EDUCATION, BISMARCK.; OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
RES-SER-7
PUB DATE - JUN74 138P.

DESCRIPTORS - *GRADUATE SURVEYS; *VOCATIONAL FOLLOWUP; *OFFICE OCCUPATIONS EDUCATION; *DISTRIBUTIVE EDUCATION; POST SECONDARY EDUCATION; PROGRAM EVALUATION
IDENTIFIERS - NORTH DAKOTA

ABSTRACT - A FOLLOWUP STUDY GATHERED DATA ON THE OFFICE EDUCATION AND DISTRIBUTIVE EDUCATION GRADUATES FROM REIMBURSABLE PROGRAMS IN NORTH DAKOTA'S POSTSECONDARY SCHOOLS FOR FISCAL YEAR 1970. A TOTAL OF 205 QUESTIONNAIRES WERE USED FOR DATA ANALYSIS, 168 IN OFFICE EDUCATION AND 37 IN DISTRIBUTIVE EDUCATION. THE QUESTIONNAIRES REQUESTED DATA IN THE AREAS OF PERSONAL INFORMATION, FIRST EMPLOYMENT, CURRENT EMPLOYMENT, VOCATIONAL PROGRAM, ADDITIONAL EDUCATION/TRAINING, AND RECOMMENDATIONS FOR IMPROVEMENT IN THE VOCATIONAL PROGRAMS. DETAILED RESPONSES TO THE QUESTIONNAIRES COMPRISE THIS REPORT. (MF)

VT 101 106
CONCORD CAREER EDUCATION PROJECT. FINAL EVALUATION REPORT.

UNCO, INC., RYE, N.H.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUN74 75P.

DESCRIPTORS - *CAREER EDUCATION; *SUMMATIVE EVALUATION; *PROGRAM EVALUATION; SCHOOL DISTRICTS; QUESTIONNAIRES
IDENTIFIERS - CONCORD; NEW HAMPSHIRE

ABSTRACT - A SUMMATIVE EVALUATION OF THE FIRST YEAR OF THE CONCORD CAREER EDUCATION PROJECT IS PRESENTED IN THIS REPORT. MAJOR FIRST-YEAR GOALS OF THE PROJECT WERE THE INTRODUCTION OF CAREER EDUCATION CONCEPTS AND ACTIVITIES IN THE CLASSROOM, DEVELOPMENT OF CAREER EDUCATION CURRICULUM PROGRAMS, AND DEVELOPMENT OF STUDENT TESTING AND A PROCESS FOR EXPLORATION OF AND PREPARATION FOR THE WORLD OF WORK. A CAREER EDUCATION EVALUATION QUESTIONNAIRE DISTRIBUTED TO APPROXIMATELY 400 STAFF MEMBERS OF THE CONCORD SCHOOL DISTRICT HAD A 20 PERCENT

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RETURN. THE QUESTIONNAIRE RESULTS ARE PRESENTED IN FULL. COMMENTS AND RECOMMENDATIONS ON EACH OF EIGHT SPECIFIC PROGRAM GOALS AND OBJECTIVES ARE DETAILED IN THE REPORT. RECOMMENDED PRIORITIES FOR FISCAL YEAR 1974-75 INCLUDE CRITICAL REVIEW OF THE OBJECTIVES TO MAKE MAXIMUM USE OF EXISTING STAFF AND RESOURCES, WHAT RESOURCES SHOULD BE AVAILABLE, AND DEVELOPMENT OF A TESTING CENTER AND A CURRICULUM GUIDE. (MF)

VT 101 107
BROOKS, KENT, COMP., AND OTHERS
START-UP TRAINING IN MISSISSIPPI. PROGRAM DEVELOPMENT GUIDE.

MISSISSIPPI RESEARCH COORDINATING UNIT FOR VOCATIONAL-TECHNICAL EDUCATION, STATE COLLEGE.
MISSISSIPPI STATE DEPT. OF EDUCATION, JACKSON. DIV. OF VOCATIONAL AND TECHNICAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 74 19P.

DESCRIPTORS - *VOCATIONAL RETRAINING; *JOB TRAINING; *INDUSTRIAL TRAINING; *SCHOOL INDUSTRY RELATIONSHIP; COOPERATIVE PROGRAMS; *TRAINING OBJECTIVES; TRAINING TECHNIQUES; PROGRAM DEVELOPMENT; GUIDES
IDENTIFIERS - MISSISSIPPI

ABSTRACT - A PROGRAM OF START-UP TRAINING IN MISSISSIPPI WAS ORGANIZED DUE TO A GROWING NEED TO PREPARE SKILLED WORKERS FOR NEW CAREER OPPORTUNITIES RESULTING FROM NEW OR EXPANDING INDUSTRIES IN THE STATE. EACH START-UP TRAINING PROGRAM IS A JOINT EFFORT BETWEEN THE INDUSTRY AND A PUBLIC EDUCATIONAL INSTITUTION, WITH JOB TRAINING BEING A COOPERATIVE EFFORT. THIS GUIDE PRESENTS A LOGICAL SEQUENCE OF CONCEPTS FOR START-UP TRAINING. IT ALERTS OFFICIALS TO NECESSARY DECISION POINTS AND PROVIDES A BASE FOR UNDERSTANDING THE PURPOSE OF A START-UP TRAINING PROGRAM. PHASES OF THE PROGRAM PRESENTED ARE: (1) ESTABLISHING RAPPORT, (2) IDENTIFYING TRAINING OBJECTIVES, (3) DETERMINING TRAINING METHODS/MEANS, (4) CONDUCTING THE TRAINING, AND (5) EVALUATING THE PROJECT. SOME OF THE PROGRAMS IN MISSISSIPPI ARE BRIEFLY DESCRIBED. (MF)

VT 101 108
DUSEWICZ, RUSSELL A.
A TWO YEAR ASSESSMENT OF THE IN-HOME VOCATIONAL PROGRAM IN CHILD CARE SERVICES FOR DISADVANTAGED MOTHERS. FINAL REPORT.

WEST CHESTER STATE COLL., PA. LEARNING RESEARCH CENTER.
PENNSYLVANIA STATE DEPT. OF EDUCATION, HARRISBURG. BUREAU OF VOCATIONAL, TECHNICAL, AND CONTINUING EDUCATION.; OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 30JUN73 51P.

DESCRIPTORS - *CHILD CARE; *HOME PROGRAMS; *JOB TRAINING; *INDIVIDUAL INSTRUCTION; *LESSON PLANS; MOTHERS; LOW INCOME GROUPS; MANPOWER DEVELOPMENT; EXPERIMENTAL PROGRAMS; PROGRAM EVALUATION
IDENTIFIERS - WEST CHESTER; PENNSYLVANIA

ABSTRACT - THE EXPERIMENTAL IN-HOME VOCATIONAL TRAINING PROGRAM IS A COMPONENT OF THE PENNSYLVANIA RESEARCH IN INFANT DEVELOPMENT AND EDUCATION PROJECT. THE IN-HOME PROGRAM HAS BEEN BOTH AN ALTERNATE METHOD FOR TRAINING INDIVIDUALS TO MEET RISING DEMANDS OF THE EMPLOYMENT MARKET FOR QUALIFIED CHILD CARE WORKERS AND TO PREPARE LOW INCOME PERSONS FOR VOCATIONAL OPPORTUNITIES IN THIS FIELD. PARTICIPANTS WERE SELECTED IN THE WEST CHESTER, PENNSYLVANIA AREA ON THE BASIS OF INTERVIEWS WITH LOW INCOME MOTHERS AND BABYSITTERS HAVING NO SPECIFIC VOCATIONAL TRAINING. THE TRADITIONAL GROUP TRAINING MODEL WAS PLACED BY PRESENTATION OF THE LESSONS INDIVIDUALLY BY A TUTOR IN THE PARTICIPANT'S HOME. TEST SCORES OF THE IN-HOME VOCATIONAL TRAINING PROGRAM PARTICIPANTS COMPARED FAVORABLY WITH THOSE OF PARTICIPANTS IN THE LOCAL COMMUNITY COORDINATED CHILD CARE INTERAGENCY MANPOWER TRAINING PROGRAM, A SIMILARLY AIMED PROGRAM BASED ON GROUP SESSIONS. AN INDEPENDENT SURVEY CONCLUDED THAT THE IN-HOME PROGRAM HAD A POSITIVE EFFECT ON PARTICIPANTS' KNOWLEDGE AND ATTITUDES AND PROVIDED BOTH PERSONAL AND VOCATIONAL BENEFITS. (MF)

VT 101 109
LEVIN, HERBERT ALAN
AN ANALYSIS OF SELECTED CHARACTERISTICS OF STUDENTS IN CLERICAL SKILLS LABORATORIES COMPARED TO STUDENTS IN TRADITIONAL CLERICAL SKILLS TRAINING CLASSES. FINAL REPORT.

PENNSYLVANIA STATE DEPT. OF EDUCATION, HARRISBURG. BUREAU OF VOCATIONAL, TECHNICAL, AND CONTINUING EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - AUG73 26P. FROM ED.D THESIS, TEMPLE UNIVERSITY, PHILADELPHIA.

DESCRIPTORS - *STUDENT CHARACTERISTICS; *BUSINESS SKILLS; *COMPARATIVE TESTING; *TEACHING

METHODS; EDUCATIONALLY DISADVANTAGED; GRADE 11; DOCTORAL THESES

ABSTRACT - THE INVESTIGATION REPORTED IN THIS DOCTORAL DISSERTATION MEASURED SELECTED CHARACTERISTICS OF STUDENTS ENROLLED IN CLERICAL SKILLS LABORATORIES COMPARED WITH STUDENTS ENROLLED IN TRADITIONAL CLERICAL SKILLS TRAINING CLASSES. THE PURPOSE OF THE STUDY WAS TO DETERMINE IF THE INSTRUCTIONAL METHODS USED IN LABORATORIES WERE MORE EFFECTIVE IN IMPROVING STUDENTS' BASIC CLERICAL SKILLS, SELF-ESTEEM, AND WORK ATTITUDES THAN THOSE USED IN THE TRADITIONAL CLASSES. THE SAMPLE OF 190 ACADEMICALLY DISADVANTAGED HIGH SCHOOL CLERICAL STUDENTS IN GRADE 11 WAS TESTED IN TWO GROUPS, THE EXPERIMENTAL ENROLLED IN THE LABORATORIES UTILIZING SELF-INSTRUCTIONAL, INDIVIDUALIZED LEARNING PACKETS AND MULTIMEDIA AIDS AND THE CONTROL GROUP ENROLLED IN THE TRADITIONAL CLERICAL CLASSES. IT WAS FOUND THAT THE EXPERIMENTAL GROUP SCORED SIGNIFICANTLY HIGHER IN CLERICAL ABILITY AND IN INFREQUENCY OF ABSENCES. NO SIGNIFICANT DIFFERENCES WERE FOUND IN SELF-ESTEEM AND ATTITUDES TOWARD WORK. CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS ARE OUTLINED. (MF)

VT 101 110
PENNSYLVANIA VOCATIONAL EDUCATION CURRICULUM CENTER. JANUARY 1973-JUNE 1973. FINAL REPORT.

MILLERSVILLE STATE COLL., PA.
PENNSYLVANIA STATE DEPT. OF EDUCATION, HARRISBURG. BUREAU OF VOCATIONAL, TECHNICAL, AND CONTINUING EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 04SEP73 20P.

DESCRIPTORS - *INSTRUCTIONAL MATERIALS CENTERS; *VOCATIONAL EDUCATION; *INFORMATION DISSEMINATION; EDUCATIONAL PROGRAMS; STATE SURVEYS; VOCATIONAL DIRECTORS
IDENTIFIERS - PENNSYLVANIA

ABSTRACT - THE PENNSYLVANIA VOCATIONAL EDUCATION CURRICULUM CENTER FUNCTIONS AS A COMPONENT OF THE VOCATIONAL EDUCATION INFORMATION NETWORK ON THE MILLERSVILLE STATE COLLEGE CAMPUS. THE CENTER IS WORKING WITH THE BUREAU OF VOCATIONAL EDUCATION AND THE RESEARCH COORDINATING UNIT TO MAKE A VARIETY OF CURRICULUM MATERIALS AVAILABLE TO LOCAL VOCATIONAL PROGRAMS THROUGHOUT PENNSYLVANIA. ACTIVITIES DURING THE INITIAL SIX-MONTH OPERATIONAL PERIOD FOCUSED ON IDENTIFYING AND COLLECTING CURRICULUM MATERIALS TO BE USED IN VOCATIONAL PROGRAMS. A BASIC PLAN FOR REVIEWING AND EVALUATING MATERIALS WAS FORMULATED AND WILL BE IMPLEMENTED TO ASSIST DISSEMINATION SPECIALISTS IN RESPONDING WITH USABLE CURRICULUM MATERIALS. APPENDED ARE: (1) A QUESTIONNAIRE TO ALL VOCATIONAL DIRECTORS IN PENNSYLVANIA ON USE OF CURRICULUM MATERIALS AND THE TABULATED RESPONSES TO THE QUESTIONNAIRE, AND (2) A LISTING OF VOCATIONAL COURSES AND CURRICULUM MATERIALS AVAILABLE TO VOCATIONAL EDUCATORS IN PENNSYLVANIA. (MF)

VT 101 111
HARRISBURG CHAPTER PROJECT 70,001 OF THE DISTRIBUTIVE EDUCATION CLUBS OF AMERICA. FINAL REPORT.

HARRISBURG SCHOOL DISTRICT, PA.
PENNSYLVANIA STATE DEPT. OF EDUCATION, HARRISBURG. BUREAU OF VOCATIONAL, TECHNICAL, AND CONTINUING EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 22AUG73 9P.

DESCRIPTORS - *OUT OF SCHOOL YOUTH; *ON THE JOB TRAINING; *DISTRIBUTIVE EDUCATION; *EVENING STUDENTS; ANNUAL REPORTS

ABSTRACT - THE PROJECT 70,001 YEAR-END REPORT OF THE HARRISBURG, PENNSYLVANIA, SCHOOL DISTRICT SHOWS THE EMPLOYMENT PLACEMENT AND PARTICIPATING AREA MERCHANTS FOR THE HARRISBURG CHAPTER OF THE DISTRIBUTIVE EDUCATION CLUBS OF AMERICA. OF THE 179 YOUNG PEOPLE ACCEPTED AS MEMBERS OF THE PROJECT, 134 HAVE BEEN PLACED ON JOBS. THESE FULL-TIME JOB TRAINEES ARE ALSO TAKING EVENING COURSES DESIGNED TO PREPARE THEM TO EARN THEIR HIGH SCHOOL EQUIVALENCY CERTIFICATES. PURPOSES AND OBJECTIVES OF THE PROJECT ARE LISTED IN THE REPORT ALONG WITH A STATISTICAL SUMMARY. (MF)

VT 101 112
HORVATH, RONALD J.
A STUDY OF COMMUNITY COLLEGE STUDENTS WHO ARE GRADUATES OF VOCATIONAL TECHNICAL AND COLLEGE PREPARATORY HIGH SCHOOL CURRICULUMS. FINAL REPORT.

LEHIGH COUNTY COMMUNITY COLL., SCHNECKSVILLE, PA.
PENNSYLVANIA STATE DEPT. OF EDUCATION, HARRISBURG. BUREAU OF VOCATIONAL, TECHNICAL, AND CONTINUING EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 01JUL73 101P.

DESCRIPTORS - *COMMUNITY COLLEGES; *INDIVIDUAL DIFFERENCES; *STUDENT CHARACTERISTICS; COLLEGE

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GRADUATES; STUDENT COLLEGE RELATIONSHIP
IDENTIFIERS - PENNSYLVANIA

ABSTRACT - TO DETERMINE THE DIFFERENCES BETWEEN THE VOCATIONAL-TECHNICAL STUDENTS AND THE COLLEGE PREPARATORY STUDENTS WHO ENTER COMMUNITY COLLEGES, STUDENT DATA WERE EXAMINED FROM TWO COMMUNITY COLLEGES IN PENNSYLVANIA WITH A COMBINED ENROLLMENT OF 4500. THREE GENERAL AREAS OF DATA WERE EXAMINED, DEMOGRAPHIC DATA, EDUCATION PRIOR TO COLLEGE ENROLLMENT, AND ACHIEVEMENT IN COLLEGE. FINDINGS OF THE STUDY INCLUDED THESE: (1) DEMOGRAPHIC DATA FROM THE TWO GROUPS OF STUDENTS WERE MORE SIMILAR THAN DISSIMILAR, (2) COLLEGE PREPARATORY STUDENTS SCORED HIGHER ON ALL SEVEN PRE-ADMISSION EDUCATION VARIABLES, AND (3) LITTLE DIFFERENCES EXISTED AMONG THE STUDENTS AS TO GRADUATION AND MEMBERSHIP ASSOCIATIONS. IT WAS CONCLUDED THAT ALTHOUGH THE STUDENTS DIFFERED ON THE PRE-COLLEGE EDUCATIONAL ACHIEVEMENTS AND APTITUDES THEY WERE SIMILAR IN THEIR PERSISTANCE TOWARD GRADUATION. (AUTHOR/MU)

VT 101 113
RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION. FINAL REPORT.

CALCASIEU PARISH SCHOOL SYSTEM, LAKE CHARLES, LA.
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.; LOUISIANA STATE DEPT. OF EDUCATION, BATON ROUGE.
MF AVAILABLE IN VT-ERIC SET.
OEG-73-5308
PUB DATE - 15JUN74 300P.

DESCRIPTORS - *CAREER EDUCATION; *GUIDANCE COUNSELING; *EDUCATIONAL PLANNING; *VOCATIONAL DEVELOPMENT; *VOCATIONAL EDUCATION; ELEMENTARY GRADES; SECONDARY GRADES
IDENTIFIERS - *CALCASIEU PARISH SCHOOL SYSTEM; LOUISIANA

ABSTRACT - COVERING THE TIME PERIOD FROM JUNE 15, 1973 TO JUNE 15, 1974, THIS REPORT DOCUMENTS A PROJECT TO CONTINUE THE CAREER EDUCATION PROGRAM BEGUN IN 1972 IN CALCASIEU PARISH, LOUISIANA. GOALS, PROCEDURES, EVALUATIONS, ACCOMPLISHMENTS, AND RECOMMENDATIONS ARE DESCRIBED. CAREER GUIDANCE COMPONENTS OF THE PROGRAM PROVIDE GROUP AND INDIVIDUAL STUDENT COUNSELING AND TEACHER PLANNING, DEVELOPMENT OF MATERIALS FOR CAREER EDUCATION, AND ESTABLISHMENT OF PLACEMENT SERVICES FOR EXITING STUDENTS. RESEARCH AND DEVELOPMENT ACTIVITIES HAVE PROVIDED INSTRUCTIONAL MATERIALS, PROGRAM MODELS FOR ELEMENTARY, MIDDLE, AND SECONDARY SCHOOLS, PERSONNEL TRAINING, AND AN INFORMATION SYSTEM. RECOMMENDATIONS CENTER ON A 3-YEAR PLAN FOR GRANTS. (MU)

VT 101 114
WAYDA, SUELLEN M.; WEIS, SUSAN F.
FEASIBILITY OF CONTINUING EDUCATION FOR SECONDARY FOOD SERVICE INSTRUCTORS IN PENNSYLVANIA BASED ON CERTIFICATION NEEDS, SELF-PERCEIVED ACADEMIC NEEDS, AND INTEREST. FINAL REPORT.

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK.
PENNSYLVANIA STATE DEPT. OF EDUCATION, HARRISBURG. BUREAU OF VOCATIONAL, TECHNICAL, AND CONTINUING EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 29OCT73 183P.

DESCRIPTORS - *HOME ECONOMICS TEACHERS; *TEACHER CERTIFICATION; *TEACHER EDUCATION; *EDUCATIONAL NEEDS; *TEACHER EDUCATION CURRICULUM; FOOD SERVICE; TEACHER IMPROVEMENT
IDENTIFIERS - *PENNSYLVANIA

ABSTRACT - TO DETERMINE THE FEASIBILITY OF A CONTINUING EDUCATION PROGRAM FOR FOOD SERVICE TEACHERS, PERSONAL DATA FORMS WERE MAILED TO 123 TEACHERS OF FOOD SERVICE IN PENNSYLVANIA. FINDINGS REVEALED THAT OVER HALF OF THE TEACHERS LACKED PERMANENT CERTIFICATION AND THAT OVER 85 PERCENT WERE INTERESTED IN CONTINUING EDUCATION COURSES. A SECOND QUESTIONNAIRE, A SELF-RATING INSTRUMENT OF TEACHING COMPETENCE, WAS COMPLETED BY 68 TEACHERS. THEIR REPLIES INDICATED INADEQUACIES ASSOCIATED WITH THE AMOUNT AND TYPE OF TRADE EXPERIENCE AND THE AMOUNT AND KIND OF PRIOR TEACHING EXPERIENCE THEY HAD COMPLETED. ANALYSIS OF DATA FROM ALL RESPONDENTS INDICATED THAT THE TEACHERS FELT MOST INSECURE IN THE AREAS OF EVALUATING INSTRUCTION, PLANNING INSTRUCTION, THEIR PROFESSIONAL ROLE, AND PUBLIC AND HUMAN RELATIONS. THESE FINDINGS SUGGEST AREAS OF EMPHASIS FOR FOOD SERVICE TEACHER CONTINUING EDUCATION COURSES. (AUTHOR/MU)

VT 101 115
MAYNARD, RICHARD IMRI
THE ATTITUDES OF SELECTED STUDENT TEACHERS AT OKLAHOMA STATE UNIVERSITY TOWARD THE PHYSICALLY DISABLED.

MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUL74 87P. M.S. THESIS, OKLAHOMA STATE UNIV.,

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STILLWATER.

DESCRIPTORS - *TEACHER ATTITUDES; *STUDENT TEACHERS; *PHYSICALLY HANDICAPPED; MASTERS THESES; INDIVIDUAL CHARACTERISTICS; SPECIAL EDUCATION

ABSTRACT - TO IDENTIFY ATTITUDES TOWARD THE PHYSICALLY DISABLED, QUESTIONNAIRES WERE ADMINISTERED TO 150 STUDENT TEACHERS OF AGRICULTURAL EDUCATION, HOME ECONOMICS EDUCATION, SPECIAL EDUCATION, AND GENERAL EDUCATION AT OKLAHOMA STATE UNIVERSITY. FINDINGS INDICATED THAT, IN GENERAL, STUDENT TEACHERS FELT TOO LITTLE PREPARATION TIME WAS DEVOTED IN THEIR TRAINING TO COPING WITH THE PROBLEMS OF TEACHING THE DISABLED. SPECIAL PROBLEMS OF THE DISABLED WERE VARIED, THE DISABLED REQUIRED EXTRA ATTENTION, AND SEVERELY DISABLED WERE HARDER TO HANDLE THAN THOSE WITH MINOR HANDICAPS. THE TEACHERS IN THE SAMPLE WERE PRIMARILY RURAL WOMEN WITH LIMITED EXPERIENCE WITH THE DISABLED. THOSE WHO SCORED HIGHER ON THE TEST INSTRUMENT WERE WOMEN WITH SOME SPECIAL EDUCATION COURSES IN THEIR TEACHER PREPARATION, ESPECIALLY THOSE WHO HAD HAD CLOSE VOLUNTARY CONTACT WITH THE DISABLED. THIS MASTER'S THESIS WAS SUBMITTED TO THE GRADUATE SCHOOL AT OKLAHOMA STATE UNIVERSITY. (MU)

VT 101 116
TIMMINS, WILLIAM M.
IMPLEMENTING CAREER EDUCATION IN A LOCAL EDUCATION AGENCY: A GUIDE. A SOURCE BOOK.

OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.; UTAH STATE BOARD OF EDUCATION, SALT LAKE CITY.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 74 215P.

DESCRIPTORS - *CAREER EDUCATION; *ADMINISTRATOR GUIDES; *EDUCATIONAL IMPROVEMENT; *EDUCATIONAL PLANNING; *FORMATIVE EVALUATION

ABSTRACT - DIRECTED TO EDUCATIONAL LEADERS WHO ARE IMPLEMENTING PROGRAMS OF CAREER EDUCATION AT THE DISTRICT LEVEL, THIS SOURCE BOOK IS KEYED TO AN ACCOMPANYING PROGRAM GUIDE. A FLOW CHART OF THE SEQUENTIAL STEPS OF THE IMPLEMENTATION PROCEDURES PROVIDES THE BASIS FOR THE ORGANIZATION OF THE TEXT AND GUIDE. PROCEDURAL STEPS INCLUDE THE FOLLOWING ACTIVITIES: (1) CONDUCT NEEDS ASSESSMENT, (2) DEFINE AND ANALYZE NEED FOR CAREER EDUCATION, (3) CONSIDER ALTERNATIVES AND DESIGN CAREER EDUCATION PROGRAM, (4) IMPLEMENT CAREER EDUCATION, AND (5) EVALUATE AND REVISE AS NECESSARY. (MU)

VT 101 117
ENDERLEIN, THOMAS E.
CAUSAL RELATIONSHIPS OF STUDENT CHARACTERISTICS RELATED TO SATISFACTION IN POST HIGH SCHOOL EMPLOYMENT.

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK.
PENNSYLVANIA STATE DEPT. OF EDUCATION, HARRISBURG. BUREAU OF VOCATIONAL, TECHNICAL, AND CONTINUING EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
VDS-MONO-20
PUB DATE - JUN74 162P.

DESCRIPTORS - *VOCATIONAL EDUCATION; *EDUCATIONAL RESEARCH; *STUDENT CHARACTERISTICS; *JOB SATISFACTION; LONGITUDINAL STUDIES; AFFECTIVE BEHAVIOR; *VOCATIONAL DEVELOPMENT
IDENTIFIERS - *VOCATIONAL DEVELOPMENT STUDY; VDS

ABSTRACT - AS PART OF A LONGITUDINAL RESEARCH PROJECT WHICH FOLLOWS VOCATIONAL STUDENTS THROUGH THEIR HIGH SCHOOL EXPERIENCE AND INTO WORK SITUATIONS, THIS STUDY FOCUSES ON THE STUDENTS' CHARACTERISTICS AND THEIR RELATIONSHIP TO EMPLOYMENT AFTER HIGH SCHOOL. DATA COLLECTED FROM THE ENTIRE NINTH GRADE ENROLLMENT OF THE ALTOONA PUBLIC SCHOOLS IN THE 1968-1969 SCHOOL YEAR (APPROXIMATELY 1,100 STUDENTS) AND A FOLLOWUP OF THE STUDENTS A YEAR AFTER THE GRADUATION YEAR WERE ANALYZED TO DETERMINE THE EFFECTS OF CERTAIN VARIABLES ON JOB SATISFACTION. ANALYSIS FOUND GRADE POINT AVERAGE TO BE THE MOST PREDICTABLE OF THE IN-SCHOOL VARIABLES AND THE JOB SATISFACTION MORE PREDICTABLE AND MORE FREQUENT FOR WOMEN THAN FOR MEN. FAMILY BACKGROUND AND MANUAL DEXTERITY APPEARED TO HAVE LITTLE RELATIONSHIP TO JOB SATISFACTION. OVERALL JOB SATISFACTION WAS NOT VERY PREDICTABLE USING IN-SCHOOL VARIABLES. THE AMOUNT OF JOB SATISFACTION WHICH WAS PREDICTABLE BY THE MODEL WAS BY VARIABLES ASSOCIATED WITH THE AFFECTIVE DOMAIN AND NOT THE COGNITIVE OR PSYCHOMOTOR DOMAINS. (AUTHOR/MU)

VT 101 118
SCHOWALTER, LYNN M.
THE RELATIONSHIP OF HIGH SCHOOL CURRICULUM AND OTHER IN-SCHOOL CHARACTERISTICS TO EMPLOYMENT SUCCESS ONE YEAR AFTER GRADUATION.

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK.
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VOCATIONAL, TECHNICAL, AND CONTINUING EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
VDS-MONO-16
PUB DATE - MAR74 75P.

DESCRIPTORS - *STUDENT CHARACTERISTICS; *VOCATIONAL DEVELOPMENT; *VOCATIONAL MATURITY; *SUCCESS FACTORS; *MALES; EMPLOYMENT QUALIFICATIONS; EDUCATIONAL RESEARCH
IDENTIFIERS - *VOCATIONAL DEVELOPMENT STUDY; VDS

ABSTRACT - THIS RESEARCH MONOGRAPH IS THE 16TH OF THE VOCATIONAL DEVELOPMENT STUDY (VDS) BEGUN IN THE FALL OF 1968. A SAMPLE OF ALTOONA MALE HIGH SCHOOL GRADUATES FROM TWO DIFFERENT TYPES OF CURRICULUMS (ACADEMIC VS. VOCATIONAL) IS EXAMINED IN TERMS OF ON-THE-JOB SUCCESS AS VIEWED BY THEIR EMPLOYERS. THE STUDY ALSO USED THE NINTH GRADE STUDENT CHARACTERISTICS TO PREDICT JOB SUCCESS ONE YEAR AFTER GRADUATION. FINDINGS INDICATE THAT NEITHER THE ACADEMIC NOR THE VOCATIONAL CURRICULUM CAN BE SAID TO BETTER PREPARE THE MALE STUDENTS FOR JOB SUCCESS. VERBAL AND NUMERICAL APTITUDES AND THE OCCUPATIONAL VALUE OF SALARY ARE MOST PREDICTIVE OF JOB SUCCESS. ALL OF THE FACTORS FOUND TO BE RELATED TO JOB SUCCESS HAVE ALSO BEEN FOUND TO BE RELATED TO IN-SCHOOL SUCCESS. ALTHOUGH VOCATIONAL MATURITY, RELATED POSITIVELY TO IN-SCHOOL AND NEGATIVELY TO JOB SUCCESS. IMPLICATIONS ARE THAT CURRICULUM ALTERNATIVES SHOULD NOT BE RESTRICTED TO ACADEMIC VS. VOCATIONAL CHOICES AND THAT STUDENTS EXPECTING TO GO TO WORK IMMEDIATELY AFTER HIGH SCHOOL SHOULD BE PROVIDED WITH THE SAME QUALITY OF INSTRUCTION IN VERBAL AND NUMERICAL SKILLS AS ARE PROSPECTIVE COLLEGE STUDENTS. FACTORS FROM THE AFFECTIVE DOMAIN (OCCUPATIONAL VALUES AND VOCATIONAL MATURITY) APPEAR TO BE VERY IMPORTANT TO EARLY JOB SUCCESS. (AUTHOR/MU)

VT 101 119
KAPES, JEROME T.; PAWLOWSKI, VLADIMIR
CHARACTERISTICS OF VOCATIONAL-TECHNICAL INSTRUCTORS AND THEIR RELATIONSHIP TO STUDENT SHOP ACHIEVEMENT.

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK.
PENNSYLVANIA STATE DEPT. OF EDUCATION, HARRISBURG. BUREAU OF VOCATIONAL, TECHNICAL, AND CONTINUING EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
VDS-MONO-17
PUB DATE - APR74 67P.

DESCRIPTORS - VOCATIONAL EDUCATION; *VOCATIONAL EDUCATION TEACHERS; *TEACHING EXPERIENCE; *TEACHER CHARACTERISTICS; *SUCCESS FACTORS; *SCHOOL SHOPS; VOCATIONAL DEVELOPMENT
IDENTIFIERS - *VOCATIONAL DEVELOPMENT STUDY; VDS

ABSTRACT - THIS RESEARCH MONOGRAPH IS ONE OF A CONTINUING SERIES WHICH REPORTS THE RESULTS OF STUDIES CONDUCTED AS PART OF THE LONGITUDINAL VOCATIONAL DEVELOPMENT STUDY UNDERWAY AT PENN STATE SINCE 1968. THE STUDY ITSELF EXAMINES THREE BASIC CHARACTERISTICS OF VOCATIONAL-TECHNICAL INSTRUCTORS (INDUSTRIAL EXPERIENCE, TEACHING EXPERIENCE, AND COLLEGE CREDITS EARNED) IN TERMS OF THEIR RELATIONSHIP TO STUDENT SHOP ACHIEVEMENT, AS MEASURED BY THE OHIO TRADE AND INDUSTRIAL EDUCATION ACHIEVEMENT TESTS. THE SAMPLE FOR THE STUDY WAS 31 INSTRUCTORS AND 876 JUNIOR AND SENIOR STUDENTS FROM THREE VOCATIONAL TECHNICAL SCHOOLS IN PENNSYLVANIA (ALTOONA, HAZELTON, AND JEFFERSON-DUBOIS). FINDINGS INDICATE THAT AMONG THE CHARACTERISTICS EXAMINED, ONLY THE COLLEGE CREDITS EARNED BY INSTRUCTORS DEMONSTRATED SIGNIFICANT POSITIVE RELATIONSHIP TO STUDENT SHOP ACHIEVEMENT, YEARS OF INDUSTRIAL EXPERIENCE APPEAR TO BE NEGATIVELY RELATED, AND STUDENT ABILITY AND SHOP ACHIEVEMENT SHOW LITTLE RELATIONSHIP. (AUTHOR/MU)

VT 101 120
MCQUAY, PAUL L.
SHOP ACHIEVEMENT AS AN OUTCOME OF ONE YEAR VERSUS TWO YEARS OF AVTS INSTRUCTION.

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK.
PENNSYLVANIA STATE DEPT. OF EDUCATION, HARRISBURG. BUREAU OF VOCATIONAL, TECHNICAL, AND CONTINUING EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
VDS-MONO-18
PUB DATE - MAY74 60P.

DESCRIPTORS - *VOCATIONAL EDUCATION; *SCHOOL SHOPS; *VOCATIONAL INTERESTS; *SUCCESS FACTORS; *VOCATIONAL DEVELOPMENT; AFFECTIVE BEHAVIOR
IDENTIFIERS - *VOCATIONAL DEVELOPMENT STUDY; VDS

ABSTRACT - THIS MONOGRAPH IS ONE OF A SERIES OF CONTINUING REPORTS CONDUCTED IN A LONGITUDINAL VOCATIONAL DEVELOPMENT STUDY SINCE 1968 AT PENN STATE. THIS PHASE OF THE WORK COMPARES SHOP ACHIEVEMENT OF SECONDARY VOCATIONAL/TECHNICAL STUDENTS WHO RECEIVE ONE YEAR OF

VOCATIONAL INSTRUCTION WITH THOSE WHO RECEIVE TWO YEARS. THE CRITERION VARIABLE USED TO MAKE THIS COMPARISON WAS THE OHIO TRADE AND INDUSTRIAL ACHIEVEMENT TEST. FINDINGS INDICATE THAT THE 1-YEAR GROUP DID AT LEAST AS WELL AS THE 2-YEAR GROUP IN TERMS OF SHOP ACHIEVEMENT. WHEN DIFFERENCES IN ABILITY WERE TAKEN INTO ACCOUNT THE FINDINGS SUGGEST THAT THOSE STUDENTS WHO RECEIVED TWICE AS MUCH INSTRUCTION DID SOMEWHAT BETTER ON THE SHOP ACHIEVEMENT TEST AS A TOTAL GROUP. IMPLICATIONS RELATE TO THE NEED FOR CONSIDERING FACTORS OF MATURITY, INTERESTS, AND VALUES IN EVALUATIONS OF EDUCATIONAL PROGRAMS. (AUTHOR/MU)

VT 101 121
KAPES, JEROME T.; ROLLINS, ROBERT D.
THE NINTH GRADE CHARACTERISTICS OF STUDENTS ENROLLED IN SELECTED AVTS PROGRAMS IN TWELFTH GRADE.

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK.
PENNSYLVANIA STATE DEPT. OF EDUCATION, HARRISBURG. BUREAU OF VOCATIONAL, TECHNICAL, AND CONTINUING EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
VDS-MONO-19
PUB DATE - JUN74 106P.

DESCRIPTORS - *VOCATIONAL EDUCATION; *STUDENT CHARACTERISTICS; *GRADE 9; GRADE 12; *VOCATIONAL DEVELOPMENT; SOCIAL CHARACTERISTICS; VOCATIONAL INTERESTS; SCHOOL SHOPS
IDENTIFIERS - *VOCATIONAL DEVELOPMENT STUDY; VDS

ABSTRACT - THIS STUDY, ONE OF THE CONTINUING LONGITUDINAL RESEARCH REPORTS OF THE VOCATIONAL DEVELOPMENT STUDY PRODUCED SINCE 1968 AT PENN STATE, DESCRIBES THE HAZELTON AREA VOCATIONAL/TECHNICAL SCHOOL SAMPLE IN TERMS OF THEIR NINTH GRADE CHARACTERISTICS AS THEY RELATE TO THEIR TWELFTH GRADE SHOP PROGRAM. THE STUDENTS' NINTH GRADE CHARACTERISTICS FROM THE COGNITIVE, AFFECTIVE, AND SOCIOECONOMIC DOMAINS ARE PROVIDED IN FORMS USEFUL IN EVALUATING PROGRAMS, EXPLAINING MANY RELATIONSHIPS WITHIN TABLES OF DATA FROM STANDARDIZED TESTS, AND IN COUNSELING STUDENTS. (AUTHOR/MU)

VT 101 122
KAPES, JEROME T., AND OTHERS
THE NINTH GRADE CHARACTERISTICS OF STUDENTS ENTERING DIFFERENT TENTH GRADE CURRICULA: VDS HAZLETON SAMPLE.

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK.
PENNSYLVANIA STATE DEPT. OF EDUCATION, HARRISBURG. BUREAU OF VOCATIONAL, TECHNICAL, AND CONTINUING EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
VDS-MONO-11
PUB DATE - APR73 156P.

DESCRIPTORS - *VOCATIONAL DEVELOPMENT; *VOCATIONAL EDUCATION; *STUDENT CHARACTERISTICS; *GRADE 9; GRADE 10; VOCATIONAL INTERESTS
IDENTIFIERS - *VOCATIONAL DEVELOPMENT STUDY; VDS

ABSTRACT - A PART OF THE LONGITUDINAL RESEARCH CONTINUING AT PENN STATE SINCE 1968 ON A VOCATIONAL DEVELOPMENT STUDY, THIS REPORT DESCRIBES THE HAZELTON SAMPLE IN TERMS OF NINTH GRADE STUDENTS' CHARACTERISTICS AS THEY RELATE TO THEIR TENTH GRADE CURRICULUM CHOICES. VARIABLES USED INCLUDE THE FIVE CURRICULUMS AVAILABLE TO NINTH GRADERS TO CHOOSE ALTERNATIVE HIGH SCHOOL PATHS. THE STUDENT CHARACTERISTICS FROM THE COGNITIVE, AFFECTIVE, AND SOCIOECONOMIC DOMAINS ARE BRIEF BUT ALLOW THE READER TO INTERPRET TABLES OF DATA AND FIGURES OF THE REPORT. USEFUL IN GENERALIZING THE FINDINGS OF THE OVERALL VOCATIONAL DEVELOPMENT STUDY, APPLYING IN OTHER SCHOOL SETTINGS AND EXPLAINING PROGRAM EVALUATIONS, THE CHARACTERISTICS PROVIDE COUNSELORS, TEACHERS, AND ADMINISTRATORS WITH DATA FOR PLANNING, EVALUATION, AND SELECTION PURPOSES. (AUTHOR/MU)

VT 101 123
MARTIN, RANDALL B., AND OTHERS
THE NINTH GRADE CHARACTERISTICS OF STUDENTS ENTERING DIFFERENT TENTH GRADE CURRICULA: VDS WILLIAMSPORT SAMPLE.

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK.
PENNSYLVANIA STATE DEPT. OF EDUCATION, HARRISBURG. BUREAU OF VOCATIONAL, TECHNICAL, AND CONTINUING EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
VDS-MONO-12
PUB DATE - APR73 154P.

DESCRIPTORS - *STUDENT CHARACTERISTICS; *VOCATIONAL DEVELOPMENT; *VOCATIONAL EDUCATION; *GRADE 9; GRADE 10
IDENTIFIERS - *VOCATIONAL DEVELOPMENT STUDY; VDS

ABSTRACT - THIS MONOGRAPH, A PART OF THE LONGITUDINAL RESEARCH EFFORT IN THE VOCATIONAL DEVELOPMENT STUDY CONTINUING AT PENN STATE SINCE 1968, REPORTS THE WILLIAMSPORT NINTH GRADE STUDENTS'

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CHARACTERISTICS AS THEY RELATE TO THEIR TENTH GRADE PROGRAM OF STUDIES. FOUR CURRICULUM CATEGORIES, CREATED FOR STUDY, ARE BASED ON THE STUDENTS' ACTUAL PROGRAMS. THE CHARACTERISTICS FROM THE COGNITIVE, AFFECTIVE, AND SOCIOECONOMIC DOMAINS PROVIDE INFORMATION USEFUL IN THE INTERPRETATION OF TABLES OF DATA IN THE STUDY, GENERALIZATIONS TO OTHER SCHOOL SETTINGS, AND GROUP NORMS. SUGGESTIONS FOR USE OF THE DATA FOR COUNSELING PURPOSES AND RELATIONSHIPS OF INTEREST TO EDUCATIONAL RESEARCHERS ARE GIVEN. (AUTHOR/MU)

VT 101 124
CAREER RESOURCE CENTER AND SATELLITE CENTER SERVICES EVALUATION. FINAL REPORT.

GREATER JOHNSTOWN VOCATIONAL-TECHNICAL SCHOOL, PA.
PENNSYLVANIA STATE DEPT. OF EDUCATION, HARRISBURG. BUREAU OF VOCATIONAL, TECHNICAL, AND CONTINUING EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 10SEP73 100P.

DESCRIPTORS - *RESOURCE CENTERS; *CAREER EDUCATION; *GUIDANCE COUNSELING; *OCCUPATIONAL GUIDANCE; VOCATIONAL EDUCATION; *GUIDANCE CENTERS; JOB PLACEMENT; SECONDARY EDUCATION
IDENTIFIERS - *GREATER JOHNSTOWN AREA VOCATIONAL SCHOOL; PENNSYLVANIA

ABSTRACT - THIS REPORT DESCRIBES THE ACTIVITIES INVOLVED FROM SEPTEMBER 1970 TO SEPTEMBER 1973 IN THE ESTABLISHMENT AND GROWTH OF A SPECIAL SERVICE TO THE GREATER JOHNSTOWN AREA VOCATIONAL-TECHNICAL SCHOOL. THE PROGRAM OF A CAREER RESOURCE CENTER (CRC) INITIALLY FOCUSED ON COLLECTING, CLASSIFYING, AND DISSEMINATING CAREER INFORMATION TO STUDENTS USING THE APPROACHES OF SELF-CONCEPT, DECISION MAKING, AND CAREER OPPORTUNITIES. EXPANSION OF THE CRC INCLUDED INCREASED CAREER GUIDANCE SERVICES TO STUDENTS, MORE EMPHASIS ON JOB PLACEMENT, AND THE ESTABLISHMENT OF SATELLITE CENTERS IN OTHER LOCATIONS WITHIN THE DISTRICT. (MU)

VT 101 125
RILEY, CLAYTON; TURNER, BETTY
DEVELOPMENTAL PROGRAMS IN DISTRIBUTIVE EDUCATION. FINAL REPORT.

WESTERN KENTUCKY UNIV., BOWLING GREEN.
KENTUCKY STATE DEPT. OF EDUCATION, FRANKFORT. BUREAU OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - APR74 74P.

DESCRIPTORS - *DISTRIBUTIVE EDUCATION; *INTERNSHIP PROGRAMS; SCHOOL INDUSTRY RELATIONSHIP; *PROGRAM DESCRIPTIONS; SECONDARY SCHOOL STUDENTS; *SIMULATION; *RURAL YOUTH
IDENTIFIERS - *KENTUCKY

ABSTRACT - TO SERVE THE EDUCATIONAL NEEDS OF RURAL YOUTH, A PROJECT TO PROVIDE A DISTRIBUTIVE EDUCATION USING SIMULATION AND SPECIAL INSTRUCTIONAL MATERIALS HAS BEEN INITIATED IN KENTUCKY. RESULTS OF THE PROGRAM INCLUDE THE DEVELOPMENT OF MATERIALS AND PROCEDURES FOR SIMULATION AND THE TRAINING AND PLACEMENT OF MOST OF THE 128 STUDENTS WHO PARTICIPATED. THIS DOCUMENT REPORTS THE 18-WEEK PROGRAM OF ON-THE-JOB INTERNSHIP FROM OCTOBER 1973 TO FEBRUARY 1974 THAT WAS USED TO SUPPLEMENT THE CLASSROOM SIMULATION PROGRAM. OBJECTIVES, PROCEDURES, RESULTS, AND EVALUATIONS ARE SUMMARIZED. RECOMMENDATIONS FOR FUTURE PROGRAMS ARE MADE BY TRAINING SPONSORS, STUDENTS, AND PROJECT COORDINATOR AND CONCERN ON-THE-JOB EXPERIENCES, A DAILY EVALUATION OF STUDENTS, AND THE NEED TO INVOLVE ADDITIONAL BUSINESSES IN THE PROGRAM. (MU)

VT 101 126
TANS, NANCY
DEVELOPMENT OF A MODEL FOR A SMALL STORE OPERATION FOR FASHION MERCHANDISING STUDENTS TO BE UTILIZED BY INSTRUCTORS IN FASHION MERCHANDISING PROGRAMS. FINAL REPORT.

WISCONSIN STATE BOARD OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION, MADISON.; OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUN74 76P.

DESCRIPTORS - *DISTRIBUTIVE EDUCATION; *MERCHANDISING; *RETAILING; *TRAINING LABORATORIES

ABSTRACT - THIS REPORT DESCRIBES THE USEFULNESS OF A SCHOOL STORE TO PROVIDE RETAILING EXPERIENCE FOR DISADVANTAGED STUDENTS IN FASHION MERCHANDISING WHO CANNOT OTHERWISE GET SUCH EXPERIENCE. SURVEYS TO DETERMINE THE NEED FOR A COURSE IN SMALL STORE OPERATION, PROBLEMS TO BE MET IN ESTABLISHING THE STORE AS A SCHOOL LABORATORY, AND CONTENTS OF THE COURSE OUTLINE, ARE SUMMARIZED. RESPONSIBILITIES OF THE INSTRUCTOR INCLUDE A LOAN FOR BUYING MERCHANDISE, THE LOCATION OF THE STORE, INSURANCE, CREDIT RATING, PROCEDURES FOR ACCOUNTING AND FOR

RECEIVING MERCHANDISE, THE COURSE STRUCTURE, THE STORE FIXTURES, AND PUBLIC RELATIONS. BENEFITS TO STUDENTS AND STAFF AND POSSIBLE PROBLEMS ARE DETAILED. (MU)

VT 101 127
A FOLLOW-UP STUDY OF THE POST SCHOOL EMPLOYMENT SUCCESS OF GRADUATES FROM FOUR HIGH SCHOOL SPECIAL EDUCATION PROGRAMS IN THE MIDWESTERN INTERMEDIATE UNIT IV IN PENNSYLVANIA FOR THE SCHOOL YEARS 1969-70, 1970-71, AND 1971-72. FINAL REPORT.

MIDWESTERN INTERMEDIATE UNIT IV, GROVE CITY, PA.
PENNSYLVANIA STATE DEPT. OF EDUCATION, HARRISBURG. BUREAU OF VOCATIONAL, TECHNICAL, AND CONTINUING EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 30MAY73 148P.

DESCRIPTORS - *WORK EXPERIENCE PROGRAMS; *EDUCABLE MENTALLY HANDICAPPED; *PREVOCATIONAL EDUCATION; *VOCATIONAL FOLLOWUP; *VOCATIONAL DEVELOPMENT; EDUCATIONAL PROGRAMS; VOCATIONAL ADJUSTMENT
IDENTIFIERS - *PENNSYLVANIA

ABSTRACT - TO DETERMINE WHICH OF FOUR MODELS USED IN TRAINING THE EDUCABLE MENTALLY RETARDED IN PENNSYLVANIA WAS PROVIDING THE MOST EFFECTIVE HIGH SCHOOL PREPARATION FOR WORK, THIS STUDY EXAMINED THEIR POST HIGH SCHOOL EMPLOYMENT RECORDS. THE FOUR MODELS INCLUDED THE FOLLOWING: (1) A COMMUNITY-BASED WORK-STUDY PROGRAM, (2) THE ACADEMIC SPECIAL EDUCATION PROGRAMS, (3) THE EXTERNAL VOCATIONAL PROGRAM PROVIDED BY PRIVATE AGENCIES, AND (4) THE INTERNAL VOCATIONAL PROGRAM OF APPROVED SPECIAL EDUCATION WITH INDUSTRIAL ARTS OR VOCATIONAL AGRICULTURE CLASSES. FROM THE 259 STUDENTS WHO HAD GRADUATED IN 1970, 1971, AND 1972, DATA WERE OBTAINED BY TEACHERS AND GRADUATE STUDENTS IN SPECIAL EDUCATION USING QUESTIONNAIRE INTERVIEWS WITH 183 GRADUATES. FINDINGS INDICATE THAT THE WORK-STUDY PROGRAMS APPEARED TO PRODUCE THE MOST SUCCESSFULLY EMPLOYED. RECOMMENDATIONS WERE MADE, AMONG MANY, TO EXPAND THE WORK-STUDY PROGRAMS TO INCLUDE ALL EDUCABLE MENTALLY RETARDED STUDENTS AT THE SENIOR HIGH SCHOOL LEVEL AND TO DEVELOP THE PROGRAM WITHIN THE SCHOOLS, TO STRESS THE SOLUTIONS TO THE PERSISTANT PROBLEMS OF DAILY LIVING RATHER THAN ACADEMIC SKILL DEVELOPMENT, AND TO EXPAND THE JOB PLACEMENT PROGRAM. (AUTHOR/MU)

VT 101 128
PAULSEN, RUSSELL
THE NORTH CENTRAL ASSOCIATION: ITS CHANGE AGENT ROLE ON ADMINISTRATIVE PRACTICES, POLICIES AND PROCEDURES IN WISCONSIN TECHNICAL INSTITUTES. FINAL REPORT.

NORTH CENTRAL TECHNICAL INST., WAUSAU, WIS.
WISCONSIN STATE BOARD OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION, MADISON.; OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - MAR74 269P.

DESCRIPTORS - *ACCREDITATION (INSTITUTIONS); *CHANGE AGENTS; *EDUCATIONAL CHANGE; *ADMINISTRATIVE CHANGE; ADMINISTRATIVE POLICY; *TECHNICAL INSTITUTES
IDENTIFIERS - NORTH CENTRAL ASSOCIATION; NCA; WISCONSIN VOCATIONAL TECHNICAL ADULT EDUCATION; WVTAE

ABSTRACT - TO ASSESS THE CHANGE AGENT ROLE THAT THE ACCREDITATION PROCESS BY THE NORTH CENTRAL ASSOCIATION (NCA) HAS PLAYED IN THE POLICY CHANGES OF WISCONSIN VOCATIONAL-TECHNICAL ADULT EDUCATION INSTITUTES (WVTAE), DATA WERE COLLECTED BY PERSONAL INTERVIEW WITH ADMINISTRATORS IN EACH. INFORMATION WAS GATHERED ON PRESENT IMPLEMENTATION STATUS OF NCA RECOMMENDATIONS, THE TIME AFTER THEIR REPORT THAT THE CHANGE TOOK PLACE, AND THE DEGREE OF INFLUENCE FOR THE CHANGE ATTRIBUTED TO THE NCA ACCREDITATION PROCESS. DATA FROM THE INTERVIEWS PRODUCED FINDINGS INDICATING CONSIDERABLE PROGRESS ON IMPLEMENTING RECOMMENDATIONS OF NCA AND AN OVERALL FEELING OF BENEFIT FROM THE ASSOCIATION'S EVALUATIONS. RECOMMENDATIONS ARE DIRECTED TOWARD CONTINUING AND DEVELOPINGA CLOSER RELATIONSHIP WITH NCA BY WVTAE AND SEEKING WAYS IN WHICH THE BENEFITS ACCRUING TO THE WISCONSIN INSTITUTES CAN BE ENHANCED. (MU)

VT 101 129
OPEN SPACE CONCEPT IN BUSINESS EDUCATION.

PENNRIDGE HIGH SCHOOL, PERKASIE, PA.
PENNSYLVANIA STATE DEPT. OF EDUCATION, HARRISBURG. BUREAU OF VOCATIONAL, TECHNICAL, AND CONTINUING EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 01SEP73 112P.

DESCRIPTORS - *BUSINESS EDUCATION; *BUSINESS EDUCATION FACILITIES; *SCHOOL SPACE; *SPACE UTILIZATION; FACILITY UTILIZATION RESEARCH

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IDENTIFIERS - *PENNRIDGE HIGH SCHOOL

ABSTRACT - TO DETERMINE THE EDUCATIONAL ADVANTAGES OF AN OPEN SPACE CONCEPT IN BUSINESS EDUCATION CLASSES, A PROGRAM IN THE PENNRIDGE HIGH SCHOOL STARTING IN 1971 PROVIDED FOR A VARIETY OF INSTRUCTIONAL METHODOLOGIES CONDUCTED WITHIN A 14,000 SQUARE FOOT OPEN SPACE AREA. ENLARGED IN 1972 TO INCLUDE MORE SPACE, STUDENTS, TEACHERS, AND EQUIPMENT, THE RESULTS SEEM TO PROVE THAT THE INNOVATIVE METHODS POSSIBLE UNDER THE PHYSICAL CONDITIONS OF OPEN SPACE LEARNING PREPARE FOR INITIAL EMPLOYMENT BETTER THAN TRADITIONAL PROCEDURES. BY PROVIDING AN ATMOSPHERE MORE LIKE AN OFFICE AND USING TEACHING METHODS THAT PERMIT INDIVIDUAL PROGRESS AT SPEEDS CONSISTANT WITH ABILITY, STUDENTS CAN BE PREPARED FOR THE LEVEL OF WORK FOR WHICH THEY ARE BEST SUITED. (MU)

VT 101 130
MCKEEHEN, MARGARET LYDIA
THE RELATIONSHIP BETWEEN PRACTICUM EXPERIENCE AND GRADUATES PASSING THE REGISTERED NURSE LICENSING EXAMINATION.

WILLIAMSPORT AREA COMMUNITY COLL., PA.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 30JUN73 39P.

DESCRIPTORS - *HEALTH OCCUPATIONS EDUCATION; *GRADE POINT AVERAGE; *CLINICAL EXPERIENCE; *NURSING; *CERTIFICATION
IDENTIFIERS - *PENNSYLVANIA

ABSTRACT - TO DETERMINE THE RELATIONSHIP BETWEEN GRADE POINT AVERAGE, HOURS OF CLINICAL EXPERIENCE, AND LICENSING EXAMINATION FAILURE OF GRADUATES OF BACCALAUREATE, DIPLOMA, AND ASSOCIATE DEGREE PROGRAMS OF NURSING EDUCATION, THIS RESEARCH STUDIED THE ACADEMIC RECORDS OF NURSING SCHOOLS IN PENNSYLVANIA. QUESTIONNAIRES SENT TO 114 SCHOOLS OF NURSING PRODUCED 69 REPLIES OF WHICH 41 SCHOOLS PARTICIPATED IN THE STUDY. DATA PRODUCED FINDINGS WHICH INDICATE THAT THE NUMBER OF CLINICAL HOURS IN THE PROGRAM HAS NO INFLUENCE ON THE LICENSING EXAMINATION FAILURE RATE. A COMBINATION, HOWEVER, OF THE NUMBER OF HOURS OF CLINICAL EXPERIENCE AND GRADE POINT AVERAGE APPEAR TO INFLUENCE THE RATE OF PASSING OR FAILING THE STATE BOARD EXAMINATIONS. (MU)

VT 101 131
LEWIS, JAMES P.; DITTENHAFER, CLARENCE A.
EVALUATION OF SELECTED CAREER RESOURCE CENTERS IN PENNSYLVANIA. FINAL REPORT.

PENNSYLVANIA STATE DEPT. OF EDUCATION, HARRISBURG. BUREAU OF VOCATIONAL, TECHNICAL, AND CONTINUING EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - DEC73 43P.

DESCRIPTORS - *RESOURCE CENTERS; *CAREER EDUCATION; *SECONDARY SCHOOLS; *PROGRAM EVALUATION; PILOT PROJECTS; VOCATIONAL DEVELOPMENT; OCCUPATIONAL INFORMATION; *GUIDANCE SERVICES
IDENTIFIERS - *PENNSYLVANIA

ABSTRACT - TO EVALUATE THE CAREER RESOURCE CENTERS (CRC'S) IN FIVE SECONDARY SCHOOLS IN PENNSYLVANIA, THEY ARE ASSESSED IN TERMS OF INFORMATION COLLECTION AND STORAGE, CLIENT USE OF MATERIAL, AND ATTITUDINAL FACTORS. DATA FROM STUDENTS AND TEACHERS WERE OBTAINED BY USING THE PENNSYLVANIA OCCUPATIONAL QUESTIONNAIRE, THE VOCATIONAL DEVELOPMENT INVENTORY, TWO SEMANTIC DIFFERENTIAL MEASURES, AND A CRC EVALUATION FORM. FINDINGS INDICATE THAT THE CRC'S HAVE BEEN SUCCESSFUL IN ORGANIZING AND MAINTAINING AN INFORMATION SYSTEM. IMPROVEMENTS ARE NEEDED IN HELPING STUDENTS FIND MATERIALS. THE OVERALL ATTITUDES OF STUDENTS AND TEACHERS TOWARD THE CENTERS ARE HIGHER THAN IN CONTROL SCHOOLS TOWARD THE GUIDANCE PROGRAMS, BUT IN NEITHER THE SCHOOLS STUDIED NOR THE CONTROL SCHOOLS DID EXPOSURE TO RESOURCES CAUSE SIGNIFICANT CHANGES IN STUDENTS' VOCATIONAL MATURITY. THE CENTERS ARE SUCCESSFUL WITH INVOLVING PARENTS IN CAREER DEVELOPMENT OF CHILDREN AND IN MAKING USE OF COMMUNITY RESOURCES. RECOMMENDATIONS CONCERN MATERIALS ENTERED INTO THE SYSTEM, ORIENTATION OF USERS, THE CRC'S AS FOCAL POINTS IN CAREER DEVELOPMENT PROGRAMS, AND A FEEDBACK SYSTEM FOR CONTINUOUS EVALUATION OF EFFECTIVENESS. (AUTHOR/MU)

VT 101 132
GREENE, STANLEY DEE
THE RELATIONSHIP BETWEEN A DEVELOPING CAREER EDUCATION PROGRAM AND THE CAREER MATURITY OF SECONDARY SCHOOL STUDENTS.

MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 73 261P. PH.D. THESIS, KANSAS STATE UNIV., MANHATTAN.

DESCRIPTORS - *CAREER EDUCATION; *VOCATIONAL MATURITY; *WORK ATTITUDES; GUIDANCE SERVICES; OCCUPATIONAL INFORMATION; DOCTORAL THESES; OCCUPATIONAL ASPIRATION; VOCATIONAL ADJUSTMENT; *PROGRAM

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EFFECTIVENESS; *SECONDARY SCHOOL STUDENTS

ABSTRACT - TO DETERMINE WHETHER EXPOSURE TO THE CONCEPTS OF CAREER EDUCATION INCREASES CAREER MATURITY OF JUNIOR AND SENIOR HIGH SCHOOL STUDENTS, 50 RANDOMLY SELECTED STUDENTS FROM EACH GRADE LEVEL IN BOTH EXPERIMENTAL AND CONTROL SCHOOLS WERE PRE- AND POSTTESTED FOR CAREER ATTITUDES. THE EXPERIMENTAL TREATMENT CONSISTED OF TEACHER TRAINING, CURRICULUM CHANGES, GUIDANCE, AND PLACEMENT. THE CAREER EDUCATION APPEARED TO EFFECTIVELY IMPROVE THE MATURITY OF CAREER ATTITUDES FOR BOTH SEXES AND ALL SIX GRADE LEVELS. THIS DOCTORAL THESIS WAS SUBMITTED TO THE GRADUATE SCHOOL OF THE KANSAS STATE UNIVERSITY. (AUTHOR/MU)

VT 101 133
IOWASCRIPT PROJECT. FINAL REPORT.

DES MOINES AREA COMMUNITY COLL., ANKENY, IOWA.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 74 100P.

DESCRIPTORS - *CAREER EDUCATION; CAREER CHOICE; *INFORMATION DISSEMINATION; CAREER PLANNING; *EMPLOYMENT OPPORTUNITIES; *PROGRAM EVALUATION; *OCCUPATIONAL INFORMATION; SECONDARY GRADES; ELEMENTARY GRADES
IDENTIFIERS - *IOWA

ABSTRACT - THE MAJOR OBJECTIVE OF THIS PROJECT WAS DEVELOPING, IMPLEMENTING, AND DISSEMINATING OCCUPATIONAL INFORMATION AS A TOOL FOR CAREER DECISION MAKING. DATA FROM LOCAL SOURCES WAS DEVELOPED ON 205 OCCUPATIONS, PLACED ON MICROFILM, AND DISTRIBUTED TO STUDENTS IN ELEVEN PILOT SECONDARY SCHOOLS. DURING THE SECOND AND THIRD YEARS OF THE PROJECT 143 USERS INCLUDED SECONDARY, POST-SECONDARY AND ELEMENTARY SCHOOLS AS WELL AS SPECIAL GROUPS. RESULTS OF THE PROJECT INDICATE THAT: (1) AN OCCUPATIONAL INFORMATION SYSTEM IS NEEDED FOR THE ENTIRE STATE, (2) THE MICROFILM METHOD OF PRESENTATION IS ACCEPTED, (3) IN-SERVICE ACTIVITIES ARE ESSENTIAL FOR UTILIZATION OF THIS INFORMATION, AND (4) LOCAL POSTSECONDARY EDUCATIONAL INFORMATION IS LACKING IN SECONDARY SCHOOLS. SAMPLE MICROFILM APERTURE CARDS, DESCRIPTION OF A KEY-SORT SYSTEM FOR THE CARDS, AND ADDITIONAL SUPPORTIVE MATERIALS ARE APPENDED. (KH)

VT 101 134
SUPERVISED INDEPENDENT STUDY PROGRAM. ANNUAL REPORT. JULY THROUGH JUNE. 1973.

PENNSYLVANIA STATE DEPT. OF EDUCATION, HARRISBURG. BUREAU OF VOCATIONAL, TECHNICAL, AND CONTINUING EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 73 75P.

DESCRIPTORS - *ANNUAL REPORTS; *VOCATIONAL EDUCATION; *INDEPENDENT STUDY; *EDUCATIONALLY DISADVANTAGED; DROPOUT PROGRAMS; FOLLOWUP STUDIES; VOCATIONAL COUNSELING; *PROGRAM EVALUATION
IDENTIFIERS - *PENNSYLVANIA

ABSTRACT - THIS ANNUAL REPORT CONTAINS DATA ON THE SECOND YEAR OPERATION OF A PROGRAM DESIGNED BY THE BUCKS COUNTY PUBLIC SCHOOLS TO PROVIDE COUNSELING, TESTING, AND VOCATIONAL TRAINING TO THE DROPOUT, THE UNEMPLOYED, AND THE SOCIALLY DISADVANTAGED, INCLUDING INMATES IN THE BUCKS COUNTY CORRECTIONAL SYSTEM AND FORMER DRUG ADDICTS. OFTEN REFERRED BY COOPERATING SOCIAL SERVICE ORGANIZATIONS, STUDENTS IN THE PROGRAM HAVE ACQUIRED VOCATIONAL SKILLS THROUGH THE NUMEROUS CORRESPONDENCE COURSES OFFERED, GED AND HIGH SCHOOL CERTIFICATES, JOB INTERVIEWS, EMPLOYMENT, ENTRANCE INTO COLLEGES, AND ACCEPTANCE BY THE ARMED SERVICES. FEATURES OF THE PROGRAM INCLUDE THE FOLLOWING: (1) STUDENT SCREENING FOR MOTIVATION AND POTENTIAL, (2) NON-PEDANTIC COURSE CONTENT, (3) FLEXIBILITY IN ALLOWING STUDENTS TO PROGRESS AT THEIR OWN RATE OF ACHIEVEMENT, (4) PROVISION OF VOCATIONAL TRAINING FOR COMPETENCE IN SHORT, CONCENTRATED PERIODS OF TIME, AND (5) ASSURANCE OF JOB INTERVIEWS WITH LOCAL FIRMS. THE BODY OF THIS SPIRAL-BOUND REPORT PRESENTS SAMPLES OF TESTING MATERIALS, ENROLLMENT SHEETS, AND FOLLOW-UP STATUS REPORTS ON STUDENTS ENROLLED IN THE PROGRAM FROM EACH OF THE COUNTY SCHOOLS. (KH)

VT 101 135
SEWELL, SUSAN
A COMPARATIVE ANALYSIS OF STUDENT ATTITUDES TOWARD INDIVIDUALIZED AND TRADITIONAL INSTRUCTION. FINAL REPORT.

SOUTHWEST WISCONSIN VOCATIONAL-TECHNICAL SCHOOL, FENNIMORE. OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.; WISCONSIN STATE BOARD OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION, MADISON.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 74 55P.

DESCRIPTORS - *TEACHING METHODS; *INDIVIDUALIZED INSTRUCTION; *CONVENTIONAL INSTRUCTION;

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*STUDENT ATTITUDES; *STUDENT OPINION; SCHOOL SURVEYS; EDUCATIONAL ATTITUDES

ABSTRACT - TO DETERMINE STUDENT ATTITUDES TOWARD TRADITIONAL AND INDIVIDUALIZED INSTRUCTION, 152 STUDENTS WERE SURVEYED FOR THEIR OPINIONS. THE STUDENTS RESPONDED TO 25 STATEMENTS ABOUT EACH TYPE OF INSTRUCTION SAYING WHETHER THEY STRONGLY DISAGREED, DISAGREED, WERE UNCERTAIN, AGREED, OR STRONGLY AGREED WITH EACH STATEMENT. FINDINGS INDICATE THAT STUDENTS PREFER INDIVIDUALIZED OVER TRADITIONAL INSTRUCTION BUT THEY HAVE FAVORABLE ATTITUDES TOWARD BOTH METHODS SUGGESTING THAT BOTH TYPES OF INSTRUCTION ARE NEEDED. (MU)

VT 101 136
VIETTI, MICHAEL; RUSNAK, STEVE
PORTER COUNTY MANAGEMENT TRAINING CENTER.

PORTER COUNTY SCHOOLS, VALPARAISO, IND.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.; INDIANA STATE BOARD OF VOCATIONAL EDUCATION, INDIANAPOLIS.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 05FEB74 9P.

DESCRIPTORS - *COOPERATIVE PROGRAMS; *SERVICE OCCUPATIONS; *AUTO MECHANICS; VOCATIONAL DEVELOPMENT; HIGH SCHOOL STUDENTS
IDENTIFIERS - *SERVICE STATION ATTENDANTS; INDIANA

ABSTRACT - THE PORTER COUNTY, INDIANA, AREA CAREER CENTER PROVIDED A UNIQUE EDUCATIONAL EXPERIENCE FOR STUDENTS IN THE COOPERATIVE VOCATIONAL PROGRAM IN AUTO MECHANICS AND SERVICE STATION MANAGEMENT BY THE LEASING AND OPERATION OF A GASOLINE SERVICE STATION, KNOWN AS THE SERVICE TRAINING CENTER. THE STATION WAS OPERATED AS A COMPETITIVE BUSINESS BY STUDENTS, WITH A CERTIFIED INSTRUCTOR TO TEACH AND SUPERVISE. THIS REAL-LIFE CLASSROOM PROVIDED ON-THE-JOB TRAINING FOR HIGH SCHOOL STUDENTS IN ALL PHASES OF SERVICE STATION WORK: MANAGEMENT, CUSTOMER RELATIONS, PURCHASING EQUIPMENT AND SUPPLIES, BOOKKEEPING AND RECORDS, PRODUCT KNOWLEDGE AND CAR CARE, ACCIDENT PREVENTION AND SAFETY, SALESMANSHIP, AUTO SERVICING, AND MAINTENANCE. THE CONCEPT OF THE SERVICE STATION TRAINING CENTER WAS NOT TO ARBITRARILY TRAIN STUDENTS FOR SERVICE STATION WORK AFTER GRADUATION FROM HIGH SCHOOL BUT RATHER TO PROVIDE EXPERIENCE IN FULL-TIME EMPLOYMENT, WHETHER ASSEMBLY LINE WORK, FOOD SERVICES, OR OTHER. AFTER ONE YEAR'S OPERATION THE PROGRAM HAD TO BE DISCONTINUED FOR LACK OF FUNDS. HOWEVER, EVALUATION INDICATED THAT THE STUDENTS HAD BENEFITED FROM THEIR EXPERIENCES. (MF)

VT 101 137
KEIL, JANICE M.
AN EVALUATION OF THREE PILOT COURSES: THE DEVELOPMENT AND EARLY EDUCATION OF THE MENTALLY HANDICAPPED CHILD. FINAL REPORT.

WISCONSIN UNIV.-STOUT, MENOMONIE.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.; WISCONSIN STATE BOARD OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION, MADISON.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUN73 8P.

DESCRIPTORS - *COURSE EVALUATION; *ADULT VOCATIONAL EDUCATION; RURAL AREAS; *DAY CARE SERVICES; *MENTALLY HANDICAPPED; CHILD DEVELOPMENT; EARLY CHILDHOOD EDUCATION; PROGRAM EFFECTIVENESS; STUDENT TESTING
IDENTIFIERS - WISCONSIN

ABSTRACT - THE PURPOSE OF THIS RESEARCH WAS TO INVESTIGATE THE EFFECTIVENESS OF THREE PILOT COURSES ON THE DEVELOPMENT AND EARLY EDUCATION OF THE MENTALLY HANDICAPPED CHILD, WHICH WERE GIVEN TO PERSONNEL IN DAY SERVICES CENTERS FOR THE MENTALLY HANDICAPPED IN RURAL WISCONSIN. PRE- AND POSTTESTS WERE ADMINISTERED TO THE STUDENTS ON THE COURSE CONTENT AND THEIR OWN EVALUATION OF THE COURSES. FACULTY AND CONSULTANTS SUBMITTED COMMENTS AND OTHER INFORMATION ON THE COURSES. FROM THESE DATA IT WAS CONCLUDED THAT THERE IS A CONTINUING NEED FOR SUCH INSTRUCTION TO SERVE THE NEEDS OF MANY STUDENTS IN RURAL AREAS, MANY OF WHOM HAVE THEIR OWN CHILDREN AND CANNOT TRAVEL FAR. THE STUDENTS' VARIED EDUCATIONAL BACKGROUNDS AND GENERAL LACK OF PROFESSIONAL EXPERIENCES INDICATE THE NEED FOR CONTINUED EMPHASIS IN THE AREAS OF EARLY CHILDHOOD EDUCATION AND BEHAVIOR MANAGEMENT. THE STUDENTS WERE GENERALLY SATISFIED WITH THE COURSES AND THEIR PRESENTATION, ALTHOUGH ONLY AN AVERAGE 5 PERCENT TEST SCORE INCREASE WAS NOTED. BASED ON TEST RESULTS AND ON SUGGESTIONS BY FACULTY AND CONSULTANTS, IT WAS RECOMMENDED THAT NEW TEXTBOOKS BE SELECTED AND THE COURSE OUTLINES BE REVISED. (MF)

VT 101 138
A STUDY TO DETERMINE THE CORRELATION AMONG STUDENT INTERESTS, VOCATIONAL COURSES

PURSUED AND JOB ENTRY OCCUPATIONAL CHOICES.

NEWPORT HIGH SCHOOL, ARK.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 28JUN74 16P.

DESCRIPTORS - *CORRELATION; COMPARATIVE ANALYSIS; *VOCATIONAL INTERESTS; COURSES; *OCCUPATIONAL CHOICE; GRADE 11; GRADE 12; EDUCATIONAL RESEARCH; *RELEVANCE (EDUCATION)
IDENTIFIERS - ARKANSAS

ABSTRACT - THE PURPOSE OF THE STUDY FROM MAY 1, 1972 THROUGH JUNE 30, 1974 REPORTED IN THIS DOCUMENT WAS TO PROVIDE A RESEARCH BASE FOR EXPANSION OF CAREER EDUCATION OPPORTUNITIES FOR STUDENTS OF THE NEWPORT, ARKANSAS SPECIAL SCHOOL DISTRICT. A CONTROL GROUP OF GRADUATES WHO DID NOT TAKE VOCATIONAL COURSES BASED UPON THEIR OCCUPATIONAL INTERESTS, AS REFLECTED BY THREE STANDARD VOCATIONAL INTEREST TESTS, AND AN EXPERIMENTAL GROUP OF GRADE 11 AND 12 STUDENTS WHO DID WERE STUDIED TO DETERMINE THE CORRELATION AMONG STUDENTS INTERESTS, OCCUPATIONAL COURSES PURSUED, AND JOB ENTRY OCCUPATIONAL CHOICES. THE STUDY INDICATES THAT STUDENTS WHO TAKE INTENSIVE VOCATIONAL COURSES THAT CORRESPOND TO THEIR INTERESTS DO ENTER JOB CLUSTERS THAT REFLECT THEIR HIGH SCHOOL COURSES AND REMAIN IN THESE JOB AREAS LONGER THAN THOSE STUDENTS WHO WERE NOT GIVEN THE OPPORTUNITY TO TAKE VOCATIONAL COURSES BASED UPON THEIR INTEREST INVENTORIES. EXISTING COURSES ARE BEING RESTRUCTURED IN LIGHT OF THE RESEARCH. (MF)

VT 101 139
MINIMUM LEVELS OF TECHNICAL COMPETENCY STANDARDS OF BUSINESS AND OFFICE EDUCATION PROGRAMS IN NEBRASKA. FINAL REPORT.

KEARNEY STATE COLL., NEBR.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.; NEBRASKA STATE DEPT. OF EDUCATION, LINCOLN. DIV. OF VOCATIONAL EDUCATION.; NEBRASKA OCCUPATIONAL NEEDS RESEARCH COORDINATING UNIT, LINCOLN.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 31MAY74 90P.

DESCRIPTORS - STANDARDS; *OFFICE OCCUPATIONS EDUCATION; *PERFORMANCE BASED EDUCATION; *CURRICULUM GUIDES; INSERVICE TEACHER EDUCATION; *BUSINESS EDUCATION TEACHERS
IDENTIFIERS - NEBRASKA

ABSTRACT - THE PURPOSES OF THIS PROJECT WERE TO: (1) IDENTIFY AND ESTABLISH MINIMUM LEVELS OF TECHNICAL COMPETENCY NEEDED BY NEBRASKA STUDENTS IN BUSINESS AND OFFICE EDUCATION, (2) DEVELOP CURRICULUM GUIDES FOR IDENTIFIED OCCUPATIONS, AND (3) FURTHER ESTABLISH ARTICULATION BETWEEN SECONDARY SCHOOLS AND THE COLLEGES, THUS IMPROVING THE QUALITY OF BUSINESS AND OFFICE EDUCATION TEACHERS. TECHNIQUES USED IN THE PROJECT INCLUDED RESEARCH IN SIX BUSINESS AND OFFICE AREAS; INTERVIEWS WITH 175 BUSINESS AND OFFICE EDUCATORS, BUSINESS AND OFFICE EMPLOYEES, AND BUSINESSMEN; AND DEVELOPMENT OF CURRICULUM GUIDES FOR THE SIX AREAS. THESE CURRICULUM GUIDES ARE INTENDED TO ASSIST NEBRASKA BUSINESS TEACHERS IN PLANNING LEARNING ACTIVITIES AND DEVELOPING STRATEGIES TO PREPARE STUDENTS FOR ENTRY LEVEL POSITIONS IN THE FOLLOWING AREAS: (1) ACCOUNTING AND COMPUTING, (2) FILING, OFFICE MACHINES, AND GENERAL CLERICAL, (3) INFORMATION COMMUNICATION, (4) STENOGRAPHIC, SECRETARIAL, AND RELATED, (5) SUPERVISORY AND ADMINISTRATIVE, AND (6) TYPING AND RELATED. IT IS RECOMMENDED THAT THE GUIDE BE INCORPORATED INTO INSERVICE TRAINING FOR BUSINESS AND OFFICE EDUCATORS. (MF)

VT 101 140
PRE-VOCATIONAL PROGRAM AT A MIDDLE SCHOOL.

PRINCETON COMMUNITY MIDDLE SCHOOL, IND.
INDIANA STATE BOARD OF VOCATIONAL EDUCATION, INDIANAPOLIS.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 74 12P.

DESCRIPTORS - *PREVOCATIONAL EDUCATION; *MIDDLE SCHOOLS; GRADE 8; *VOCATIONAL DEVELOPMENT; CAREER OPPORTUNITIES; OCCUPATIONAL GUIDANCE
IDENTIFIERS - INDIANA

ABSTRACT - THE 1973-1974 PREVOCATIONAL PROGRAM WAS INITIATED TO INTRODUCE PRINCETON COMMUNITY MIDDLE SCHOOL STUDENTS TO THE BROAD RANGE OF JOB OPPORTUNITIES OPEN TO THEM IN THE WORLD OF WORK AND TO PERMIT ALL STUDENTS TO HAVE BASIC LEARNING EXPERIENCES IN AREAS WITHIN THE BROAD RANGE OF CAREER CLUSTERS REGARDLESS OF SEX, RACE, CREED, INTERESTS, OR ABILITY. A BRIEF HISTORY OF THE PROGRAM AT PRINCETON IS PRESENTED. EVALUATION IS IN THREE PARTS: WHAT WAS GOOD ABOUT THE PROGRAM, WHAT WAS BAD, AND RECOMMENDATIONS. THE GOOD INCLUDE THE NEW EXPERIENCES PROVIDED THE STUDENTS, NEW TEACHING METHODS AND TEACHER SHARE IN PLANNING, AND UTILIZATION OF

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COMMUNITY RESOURCES. ON THE OTHER SIDE, THERE WERE INSUFFICIENT FUNDS AND SOME LACK OF INTEREST AND COMMUNICATION. FIFTEEN RECOMMENDATIONS FOR IMPROVEMENT ARE LISTED. (MF)

VT 101 141
SAWYER, DAVID E.
DEVELOPMENT OF A PLAN FOR THE DESIGN, FIELD TESTING, AND IMPLEMENTATION OF A CURRICULUM FOR THE COURSE "INTRODUCTION TO VOCATIONS" FOR THE STATE OF VIRGINIA. FINAL REPORT.

VIRGINIA POLYTECHNIC INST. AND STATE UNIV., BLACKSBURG.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 05JUL74 8P.

DESCRIPTORS - *CAREER EDUCATION; *OCCUPATIONAL CLUSTERS; LITERATURE REVIEWS; CURRICULUM DEVELOPMENT; MIDDLE SCHOOLS
IDENTIFIERS - VIRGINIA

ABSTRACT - THE OBJECTIVES OF THE PROJECT REPORTED FOR THE PERIOD FEBRUARY 1 THROUGH MAY 30, 1974 WERE TO: (1) DEVELOP A FORMAL PLAN OF ACTION FOR THE DEVELOPMENT OF A CURRICULUM FOR VOCATIONAL ORIENTATION IN THE STATE OF VIRGINIA, (2) REVIEW AND APPRAISE OTHER SIMILAR PROJECTS, (3) REPORT TO STATE VOCATIONAL EDUCATION STAFF, AND (4) INVOLVE UNIVERSITY STAFF IN THE DEVELOPMENTAL ACTIVITIES. AS A RESULT OF THE PROJECT ACTIVITIES, A FORMAL PLAN OF ACTION WAS PREPARED AND SUBMITTED TO THE STATE. THE PROJECT WAS PRIMARILY A LITERATURE REVIEW, WHICH REVEALED ALMOST IDENTICAL TREATMENT OF GOALS AND OBJECTIVES IN CAREER EDUCATION PROJECTS IN OTHER STATES. THE TREATMENT AND SUBJECT MATTER WERE FOUND TO HAVE A NARROW APPROACH, TOUCHING LESS THAN HALF OF THE OCCUPATIONAL CLUSTERS IDENTIFIED BY THE U.S. OFFICE OF EDUCATION. NO UNIVERSAL TREATMENT OR COMPREHENSIVE APPROACH TO AN ORIENTATION PROGRAM INVOLVING THE 15 CLUSTERS WAS FOUND TO EXIST IN PRACTICE. (MF)

VT 101 142
COMMUNITY NEEDS ASSESSMENT FOR VOCATIONAL EDUCATION PLANNING.

MILFORD AREA SCHOOL DISTRICT, N.H

BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.; NEW HAMPSHIRE RESEARCH COORDINATING UNIT FOR VOCATIONAL-TECHNICAL EDUCATION, CONCORD.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 61P.

DESCRIPTORS - *COMMUNITY STUDY; *EDUCATIONAL ASSESSMENT; NEEDS; VOCATIONAL EDUCATION; *JOB MARKET; STUDENT INTERESTS; *VOCATIONAL INTERESTS; SCHOOL COMMUNITY RELATIONSHIP
IDENTIFIERS - MILFORD; NEW HAMPSHIRE

ABSTRACT - A COMMUNITY NEEDS ASSESSMENT PROCEDURE WAS DESIGNED BY THE MILFORD, NEW HAMPSHIRE, SCHOOL DISTRICT TO DETAIL THE VOCATIONAL PROGRAM OFFERINGS IN MILFORD AND TO MAP A DIRECTION FOR THE FUTURE BASED UPON INPUT FROM A VARIETY OF SOURCES. FOUR MAJOR AREAS WERE EXAMINED IN THE STUDY: JOB MARKET, EXISTING PROGRAMS, POPULATION, AND RESOURCES. DATA FROM THESE AREAS WERE COMPILED AND DISCREPANCY ANALYSES PERFORMED. THE DATA ARE PRESENTED IN TABULAR AND NARRATIVE FORM FOR THE JOB MARKET ANALYSES, EXISTING SCHOOL PROGRAMS, STUDENT INTEREST SURVEY, OHIO VOCATIONAL INTEREST SURVEY, GENERAL AND STUDENT POPULATION ANALYSES, AND SCHOOL AND COMMUNITY RESOURCES ANALYSIS. MILFORD SCHOOL DISTRICT'S NEEDS ASSESSMENT ACTIVITIES AS REPORTED IN THIS DOCUMENT DEMONSTRATE THE USE OF THE MODEL PROCEDURE DEVELOPED, WHICH MAY BE USED BY OTHER NEW HAMPSHIRE AREAS IN PLANNING VOCATIONAL PROGRAMS. (MF)

VT 101 143
ASSOCIATE DEGREE MENTAL HEALTH GRADUATES. A FOLLOW-UP STUDY.

KENTUCKY MENTAL HEALTH MANPOWER COMMISSION, LOUISVILLE.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUN74 31P.

DESCRIPTORS - *GRADUATE SURVEYS; ASSOCIATE DEGREES; *MENTAL HEALTH PROGRAMS; *HEALTH PERSONNEL; PARTICIPANT CHARACTERISTICS; *WORK EXPERIENCE; HUMAN SERVICES; *VOCATIONAL FOLLOWUP
IDENTIFIERS - KENTUCKY

ABSTRACT - IN AUGUST 1973 THE KENTUCKY MENTAL HEALTH MANPOWER COMMISSION BEGAN A STUDY TO OBTAIN INFORMATION ON THE BACKGROUND, TRAINING, EMPLOYMENT STATUS, AND CONTINUING EDUCATION PLANS OF GRADUATES OF ASSOCIATE DEGREE MENTAL HEALTH TRAINING PROGRAMS IN KENTUCKY. THIS REPORT CONTAINS RESULTS OF THE FOLLOWUP STUDY CONDUCTED BETWEEN AUGUST 1973 AND MAY 1974. THE TWO MAJOR SECTIONS OF THE REPORT PRESENT DATA ON THE GRADUATE CHARACTERISTICS AND ON THEIR WORK ACTIVITIES. ONE OF THE MOST SURPRISING ASPECTS OF THE STUDY WAS THAT ALL BUT TWO OF THE 30 RESPONDENTS INDICATED PLANS TO CONTINUE THEIR EDUCATION TOWARD AN

ADDITIONAL DEGREE, THE PRIMARY REASONS BEING THE LOW SALARIES AND LIMITED EMPLOYMENT OPPORTUNITIES FOR ASSOCIATE DEGREE MENTAL HEALTH GRADUATES. APPENDED ARE THE SURVEY INSTRUMENTS AND OTHER SUPPORTIVE MATERIALS. (MF)

VT 101 144
THE IMPLEMENTATION OF A COMPREHENSIVE, K-ADULT CAREER EDUCATION PROGRAM IN A RURAL SETTING. FINAL REPORT.

MILFORD PUBLIC SCHOOLS, NEBR.
NEBRASKA STATE DEPT. OF EDUCATION, LINCOLN. DIV. OF VOCATIONAL EDUCATION.; NEBRASKA OCCUPATIONAL NEEDS RESEARCH COORDINATING UNIT, LINCOLN.; OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 30JUN74 45P.

DESCRIPTORS - *DEVELOPMENTAL PROGRAMS; *CAREER EDUCATION; RURAL AREAS; SMALL SCHOOLS; CURRICULUM DEVELOPMENT; PROGRAM DEVELOPMENT; INSERVICE TEACHER EDUCATION
IDENTIFIERS - MILFORD PUBLIC SCHOOLS; NEBRASKA

ABSTRACT - THE OBJECTIVES OF THE MILFORD, NEBRASKA, SCHOOL-BASED CAREER EDUCATION MODEL WERE TO: (1) STRUCTURE THE ELEMENTARY SCHOOL CURRICULUM AROUND THE THEME OF CAREER OPPORTUNITIES AND REQUIREMENTS IN THE WORLD OF WORK, (2) PROVIDE STUDENTS IN GRADES 7-9 WITH OCCUPATIONAL EXPLORATION LEARNING EXPERIENCES, (3) EXPAND THE COOPERATIVE EDUCATION PROGRAM IN GRADES 11-12, (4) DEVELOP AN INSTRUCTIONAL MODEL FOR STUDENTS IN GRADE 10-ADULT TO PRODUCE MARKETABLE ENTRY-LEVEL JOB SKILLS OR TO RETRAIN AND UPGRADE SKILLS, (5) DEVELOP A COMPREHENSIVE GUIDANCE, COUNSELING, AND PLACEMENT SERVICE, AND (6) CARRY ON A CONTINUOUS INSERVICE EDUCATION PROGRAM FOR SCHOOL STAFF AND FOR THE COMMUNITY TO INCREASE THEIR UNDERSTANDING OF THE CAREER EDUCATION CONCEPT. THIS DOCUMENT REPORTS THE DEVELOPMENT, IMPLEMENTATION, AND EVALUATION OF THE PROGRAM FROM JULY 14, 1973 THROUGH JUNE 30, 1974. THE EVALUATION, WHICH COMPRISES MOST OF THE DOCUMENT, INDICATES THAT PROJECT WAS SUCCESSFUL IN IMPLEMENTING CAREER EDUCATION CONCEPTS IN A RURAL SCHOOL SETTING. ALTHOUGH EVERY FACET OF THE PROJECT WAS NOT COMPLETED, THE OVERALL IMPACT MET THE BROAD GOAL REQUIREMENTS. (MF)

VT 101 145
LOVE, EDWIN L.
THE DEVELOPMENT AND TESTING OF SINGLE OCCUPATION FILM LOOPS AND 135MM COLOR SLIDES FOR USE WITH SECONDARY AND POST-SECONDARY STUDENTS. FINAL REPORT.

ARKANSAS UNIV., FAYETTEVILLE. COLL. OF EDUCATION.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 17MAY74 11P.

DESCRIPTORS - *OCCUPATIONAL INFORMATION; *FILM; *SLIDES; OCCUPATIONAL GUIDANCE; SECONDARY EDUCATION; POST SECONDARY EDUCATION
IDENTIFIERS - ARKANSAS

ABSTRACT - YOUNG PEOPLE NEED TO BE SHOWN THE COMMON SKILLS OF ALL OCCUPATIONS, THE SPECIAL SKILLS WHICH CAUSE ONE OCCUPATION TO BE DIFFERENT FROM ALL OTHERS, THE ACTUAL WORKING CONDITIONS, AND THE SKILLS NEEDED TO ADVANCE TO THE NEXT JOB IN A PARTICULAR CLUSTER OF OCCUPATIONS. THIS STUDY WAS DESIGNED TO MEET THE NEEDS OF STUDENTS FOR OCCUPATIONAL INFORMATION IN 20 OCCUPATIONS IN ARKANSAS. THE PURPOSE OF THE STUDY WAS THE DEVELOPMENT AND TESTING OF SINGLE OCCUPATION LOOP FILMS, SLIDE SERIES, AND SUPPORTING SCRIPT IN SECONDARY AND POSTSECONDARY SCHOOLS. PORTIONS OF THE PROJECT WERE COMPLETED BUT IT WAS FOUND THAT MUCH COULD NOT BE DONE BECAUSE TOO MUCH HAD BEEN UNDERTAKEN WITH INSUFFICIENT EXPERIENCE IN FILM AND FILMING. EVENTS, PROBLEMS, EXPENDITURES, AND RECOMMENDATIONS ARE DETAILED IN THE REPORT. (MF)

VT 101 146
NANNAY, ROBERT W.
CAREER AWARENESS CURRICULUM PROJECT: K-6. (EXEMPLARY PROJECT). FINAL REPORT.

MAINE UNIV., PORTLAND.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 30JUN74 20P.

DESCRIPTORS - *DEVELOPMENTAL PROGRAMS; *CAREER EDUCATION; CURRICULUM DEVELOPMENT; *ELEMENTARY GRADES; *TEACHER WORKSHOPS; TEAM TEACHING; STUDENT TEACHERS; INSERVICE TEACHER EDUCATION; PRESERVICE EDUCATION
IDENTIFIERS - GORHAM; MAINE

ABSTRACT - THE CAREER AWARENESS CURRICULUM PROJECT IN THE GORHAM, MAINE, ELEMENTARY SCHOOLS BEGAN IN SEPTEMBER 1973 AND CONCLUDED IN MAY 1974. A 10-WEEK WORKSHOP WAS CONDUCTED ON THE CAMPUS OF THE UNIVERSITY OF MAINE AT PORTLAND-GORHAM FOR A CORE OF 10 ELEMENTARY TEACHERS FROM GORHAM TO

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FAMILIARIZE THEM WITH THE CAREER EDUCATION CONCEPT BASED ON THE MODEL CURRICULUM INITIATED BY THE U.S. OFFICE OF EDUCATION. THE WORKSHOP PHASE OF THE PROJECT WAS IMMEDIATELY FOLLOWED BY AN EMPHASIS ON PROGRAM IMPLEMENTATION. TO ASSIST THE ELEMENTARY TEACHERS, UNDERGRADUATES FROM THE UNIVERSITY DEPARTMENT OF ELEMENTARY EDUCATION WERE ASSIGNED TO EACH TEACHER AND TEAM TEACHING OF DEVELOPED LESSONS AND UNITS OF STUDY GEARED TOWARD THE CAREER EDUCATION CONCEPT WAS USED. OVERALL EVALUATION OF THE WORKSHOP AND THE PROGRAM WAS SATISFACTORY, WITH THE MAJOR CRITICISM BEING THE SMALL NUMBER OF PARTICIPANTS FROM THE GORHAM SCHOOL SYSTEM. IT WAS RECOMMENDED THAT THE GORHAM SCHOOL ADMINISTRATION SHOULD CONTINUE CAREER EDUCATION INSERVICE TRAINING FOR ITS FACULTY; THAT THE UNIVERSITY OF MAINE COLLEGE OF EDUCATION DEVELOP COURSES ORIENTED TOWARD THE CAREER EDUCATION CONCEPT FOR INSERVICE AND PRESERVICE TEACHER EDUCATION; AND THAT THE STATE DEPARTMENT OF EDUCATION ENCOURAGE THE DEVELOPMENT OF CAREER-RELATED CURRICULA IN MAINE SCHOOLS. (MF)

VT 101 147
KLOSS, FRANK E.
DEVELOPMENT AND EVALUATION OF CURRICULUM AND MEDIA TO TRAIN PART-TIME FIRE SERVICE INSTRUCTORS IN RURAL AREAS.

WESTERN WISCONSIN VOCATIONAL, TECHNICAL, AND ADULT EDUCATION DISTRICT.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.; WISCONSIN STATE BOARD OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION, MADISON.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 16P.

DESCRIPTORS - *FIRE SCIENCE EDUCATION; *FIRE FIGHTERS; *VOLUNTEER TRAINING; COMMUNITY INVOLVEMENT; RURAL AREAS; PART TIME TEACHERS; COURSE CONTENT
IDENTIFIERS - WISCONSIN

ABSTRACT - VOLUNTEER FIRE DEPARTMENTS IN THE SMALL COMMUNITIES AND RURAL AREAS IN 13 SOUTHWEST WISCONSIN COUNTIES ARE CALLED UPON TO PROVIDE PROTECTION TO LARGE AREAS AND SPECIAL HAZARD OCCUPANCIES, WITHOUT FULL REALIZATION OF THE EXTENT TO WHICH THEY ARE INVOLVED AND LIABLE. THE PURPOSE OF THIS PROJECT WAS TO PROVIDE GUIDANCE AND TRAINING FOR CHIEFS AND MEMBERS TO INCREASE THE KNOWLEDGE AND SKILLS THEY USE TO PROTECT LIVES AND PROPERTY. THE TRAINING WAS PROVIDED BY PART-TIME INSTRUCTORS WHO TAUGHT AND DEMONSTRATED THE COURSES AND CURRICULUM WHICH THEY PREPARED TO SUIT THE PARTICULAR DEPARTMENTAL AND COMMUNITY NEEDS. BASIC COURSE OUTLINES WERE FURNISHED BY THE WISCONSIN STATE BOARD OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION. CONTINUATION OF THE PROGRAM WAS STRONGLY RECOMMENDED IN VIEW OF THE URGENT NEED FOR THE SERVICES AND THE INCENTIVE THAT THE EDUCATIONAL EFFORT GAVE THE VOLUNTEER FIREMEN TO CONTINUE PARTICIPATION IN THEIR COMMUNITIES. FIRE SERVICE TRAINING REPORTS TO THE STATE BOARD, COURSES AND SCHOOLS, AND RECOMMENDED INSTRUCTOR COURSE CONTENT ARE APPENDED. (MF)

VT 101 148
RICKS, BETTY R.
A CENTRAL MACHINES LABORATORY SERVING TWO-BLOCK-TIME PROGRAMS AND INCORPORATING FLEXIBLE SCHEDULING WITH INDEPENDENT STUDY. FINAL REPORT.

MANOR HIGH SCHOOL, PORTSMOUTH, VA

OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUL74 17P.

DESCRIPTORS - *LEARNING LABORATORIES; *OFFICE MACHINES; *BUSINESS EDUCATION FACILITIES; *OFFICE OCCUPATIONS EDUCATION; *FLEXIBLE SCHEDULING; INDEPENDENT STUDY; TIME BLOCKS; SECONDARY SCHOOL STUDENTS

ABSTRACT - A THREE-YEAR EXEMPLARY PROJECT FROM SEPTEMBER 1971 THROUGH JUNE 1974 IS REPORTED FOR THE BUSINESS EDUCATION PROGRAM IN GRADES 9 THROUGH 12 IN MANOR HIGH SCHOOL, PORTSMOUTH, VIRGINIA. THE OBJECTIVES OF THE PROJECT WERE TO SCHEDULE THE USE OF A CENTRAL MACHINES LABORATORY SO THAT IT WOULD EFFECTIVELY SERVICE TWO BLOCK-TIME PROGRAMS BEING TAUGHT SIMULTANEOUSLY AND TO SCHEDULE ALL BUSINESS EDUCATION PROGRAMS ON A FLEXIBLE MODULAR BASIS ALLOWING FOR PLANNED INDEPENDENT STUDY WITH ADEQUATE FACILITIES FOR SUCH STUDY. FEATURES OF THE PROGRAM INCLUDED TYPEWRITING PRACTICE LAB, CENTRAL MACHINES LAB AND RESOURCE CENTER, MEDIA CENTER, DATA PROCESSING EQUIPMENT, AND A MODEL OFFICE PROGRAM. SPECIFIC ACCOMPLISHMENTS INCLUDED DEVELOPMENT OF AUDIOVISUAL MATERIALS AND INSTRUCTIONAL UNITS, USE OF TEAM TEACHING, A MODEL OFFICE SITUATION, AND GOOD STUDENT USE OF THE EQUIPMENT AND FACILITIES. GUIDELINES FOR ANNUAL EVALUATION, AND CONCLUSIONS AND RECOMMENDATIONS ARE GIVEN. (MF)

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VT 101 149
TOTAL CAREER EDUCATION PROJECT. MONTICELLO. FINAL REPORT.

MONTICELLO COMMUNITY SCHOOLS, IOWA.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - MAR74 30P.

DESCRIPTORS - *CAREER EDUCATION; PILOT PROJECTS; *SECONDARY SCHOOL STUDENTS; DROPOUT PREVENTION; OCCUPATIONAL INFORMATION; VOCATIONAL DEVELOPMENT; PROGRAM EVALUATION

ABSTRACT - THE PERIOD COVERED BY THE PROJECT DESCRIBED IN THSI REPORT WAS FROM MARCH 1, 1971 TO FEBRUARY 28, 1974. OBJECTIVES OF THE PROJECT WERE TO PROVIDE INFORMATION TO SECONDARY SCHOOL STUDENTS IN MONTICELLO, IOWA, ABOUT CAREERS AND OCCUPATIONS, TO REDUCE THE PERCENTAGE OF DROPOUTS IN THE CRUCIAL YEARS OF GRADES 7 THROUGH 9, AND TO DEVELOP SELF-EVALUATION, VOCATIONAL PLANNING, AND WORK EXPERIENCE ACTIVITIES BY THE STUDENTS. A THREE-PHASE PROGRAM OF CAREER DISCOVERY, EXPLORATION, AND ENHANCEMENT WAS INTERWOVEN INTO THE EXISTING CURRICULUM. RESULTS INDICATED THAT THE OBJECTIVES WERE ACCOMPLISHED TO A LARGE EXTENT. RECOMMENDATIONS FOR A SIMILAR PROJECT WOULD BE TO PROVIDE AMPLE INSERVICE TRAINING FOR STAFF, TO START THE PROJECT IN KINDERGARTEN INSTEAD OF JUNIOR HIGH GRADES, AND TO BE SURE OF ADEQUATE FUNDING FOR THE PROJECT. EVALUATIONS, SURVEYS, AND INSTRUMENTS USED IN THE PROJECT ARE APPENDED. (MF)

VT 101 150
JOHNSON, JERRY J.
PROJECT SHARE. RESEARCH AND DEVELOPMENT PROJECT IN ACQUIRING SUPPLIES AND EQUIPMENT FOR VOCATIONAL-TECHNICAL EDUCATION. FINAL REPORT.

DAKOTA COUNTY AREA VOCATIONAL-TECHNICAL INST., ROSEMOUNT, MINN. OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.; MINNESOTA STATE DEPT. OF EDUCATION, ST. PAUL. DIV. OF VOCATIONAL AND TECHNICAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 24JUN74 8P.

DESCRIPTORS - *EDUCATIONAL EQUIPMENT; SUPPLIES; *VOCATIONAL SCHOOLS; *EQUIPMENT UTILIZATION; *SHARED SERVICES; *SCHOOL INDUSTRY RELATIONSHIP; COOPERATIVE PLANNING; PILOT PROJECTS
IDENTIFIERS - MINNESOTA

ABSTRACT - WITH THE HEAVY AND INCREASING DEMAND FOR VOCATIONAL EDUCATION IN MINNESOTA IN THE PAST FEW YEARS IT HAS BECOME MORE DIFFICULT TO PROVIDE SUPPLIES AND EQUIPMENT FOR VOCATIONAL PROGRAMS IN BUSINESS AND INDUSTRIAL OCCUPATIONS. INDUSTRY HAD BEEN VERY COOPERATIVE WITH SOME SCHOOLS IN FURNISHING FREE AND INEXPENSIVE MATERIALS BUT MANY SCHOOLS HAD NOT BEEN SHARING IN THESE DONATIONS. LIMITED BUDGETS CAUSED SHORTAGES OR UNAVAILABILITY OF MATERIALS FOR VOCATIONAL STUDENTS. THE PURPOSE OF PROJECT SHARE WAS TO REDUCE ACQUISITION COSTS AND TO PROVIDE A GREATER VARIETY OF MATERIALS THROUGH A VEHICLE FOR COOPERATIVE ACQUISITION OF SUPPLIES AND EQUIPMENT, PURCHASED OR DONATED, AND A PLAN TO SHARE THE EQUIPMENT AMONG THE VOCATIONAL PROGRAMS. SUBSTANTIAL SAVINGS WERE REALIZED DURING THE FIRST FEW MONTHS OF THE PROJECT DUE TO MOST OF THE PRODUCTS BEING OBTAINED AS SURPLUS OR EXCESS PROPERTY OF PRIVATE BUSINESS, TO BE USED IN THE VOCATIONAL PROGRAMS IN THE SECONDARY AND POSTSECONDARY INSTITUTIONS OF MINNESOTA. HOWEVER, RISING COSTS OF STAFFING, WAREHOUSING, AND TRANSPORTATION TERMINATED THE PROJECT AFTER IT OPERATED FROM APRIL 9, 1973 THROUGH DECEMBER 31, 1973. THE REPORT PRESENTS CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS FOR THE FUTURE, DEALING PRINCIPALLY WITH MANAGEMENT PROCEDURES. (MF)

VT 101 151
STUDENT TERMINATIONS FROM FULL-TIME DAY PROGRAMS OF THE MINNESOTA AREA VOCATIONAL-TECHNICAL INSTITUTES BETWEEN JULY 1, 1972, AND JUNE 30, 1973. SUMMARY OF ALL TERMINATIONS; ACROSS THE STATE.

MINNESOTA UNIV., MINNEAPOLIS.
VOCATIONAL FOLLOW-UP SYSTEM.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - DEC73 25P.

DESCRIPTORS - *WITHDRAWAL; DAY STUDENTS; *TRANSFERS; *DROPOUTS; *GRADUATES; *AREA VOCATIONAL SCHOOLS; TECHNICAL INSTITUTES
IDENTIFIERS - MINNESOTA

ABSTRACT - THE VOCATIONAL FOLLOW-UP SYSTEM IN THE MINNESOTA AREA VOCATIONAL-TECHNICAL INSTITUTES GATHERS THREE TYPES OF DATA ABOUT THE STUDENTS: (1) BIOGRAPHICAL, (2) TERMINATION AND CHANGE OF PROGRAM, AND (3) FOLLOWUP DATA ON GRADUATES. THE TERMINATION AND CHANGE DATA IN THIS REPORT PROVIDE INFORMATION CONCERNING THE NUMBER OF ENROLLEES WHO GRADUATED, WITHDREW, COMPLETED TRAINING OBJECTIVES, RECEIVED TRADE CERTIFICATES, OR CHANGED PROGRAMS BETWEEN JULY 1, 1972 AND JUNE 30, 1973. APPENDIXES INCLUDE THE

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SYSTEM CURRICULUM GUIDE AND THE CATEGORIZATION SYSTEM OF REASONS FOR WITHDRAWAL. (MF)

VT 101 152
ONE-YEAR FOLLOW-UP INFORMATION ON GRADUATES WHO GRADUATED FROM FULL-TIME DAY PROGRAMS OF THE MINNESOTA AREA VOCATIONAL-TECHNICAL INSTITUTES BETWEEN JULY 1, 1971, AND JUNE 30, 1972. SUMMARY OF ALL GRADUATES: ACROSS THE STATE.

MINNESOTA UNIV., MINNEAPOLIS.
VOCATIONAL FOLLOW-UP SYSTEM.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - NOV73 46P.

DESCRIPTORS - *GRADUATE SURVEYS; *VOCATIONAL FOLLOWUP; *FOLLOWUP STUDIES; *AREA VOCATIONAL SCHOOLS; TECHNICAL INSTITUTES; STUDENT OPINION; JOB SATISFACTION; EMPLOYER ATTITUDES
IDENTIFIERS - MINNESOTA

ABSTRACT - THE MAIN PURPOSE OF A FOLLOWUP OF MINNESOTA AREA VOCATIONAL-TECHNICAL INSTITUTE GRADUATES WAS TO DETERMINE WHAT HAPPENS TO GRADUATES AFTER THEY LEAVE SCHOOL. INFORMATION OBTAINED FROM GRADUATES AND THEIR EMPLOYERS ALLOWS SCHOOL PERSONNEL TO JUDGE THE EFFECTIVENESS OF THEIR PROGRAMS AND HOW THEY MIGHT BE IMPROVED. EXPERIENCE WITH THE FOLLOWUP SYSTEM IN MINNESOTA HAS BEEN VERY SUCCESSFUL. DURING THE JULY 1, 1971-JUNE 30, 1972 YEAR RETURNS WERE RECEIVED FROM 80 PERCENT OF THE GRADUATES AND FROM 92 PERCENT OF THEIR EMPLOYERS. THE DATA ARE PRESENTED IN 35 TABLES AND CORRESPONDING NARRATIVES COVERING THE BROAD SUBJECT MATTER OF THE GRADUATES' EMPLOYMENT STATUS AT ONE YEAR AFTER GRADUATION, INCLUDING THEIR EMPLOYMENT HISTORY, EMPLOYER FOLLOWUP, AND GRADUATES' EVALUATION OF THEIR SCHOOL TRAINING PROGRAMS. APPENDIXES GIVE THE SYSTEM CURRICULUM GUIDE OF BROAD OCCUPATIONAL CLUSTERS AND CURRICULUM AREA FOR SPECIFIC PROGRAMS, AND A LIST OF THE COUNTIES IN MINNESOTA'S 11 ECONOMIC REGIONS. (MF)

VT 101 153
BIOGRAPHICAL INFORMATION ON PEOPLE WHO ENROLLED IN THE FULL-TIME DAY PROGRAMS OF THE MINNESOTA AREA VOCATIONAL-TECHNICAL INSTITUTES BETWEEN JULY 1, 1972, AND JUNE 30, 1973. SUMMARY OF ALL ENROLLEES: ACROSS THE STATE.

MINNESOTA UNIV., MINNEAPOLIS.
VOCATIONAL FOLLOW-UP SYSTEM.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - NOV73 25P.

DESCRIPTORS - *STUDENT ENROLLMENT; *BIOGRAPHICAL INVENTORIES; DAY STUDENTS; *STUDENT CHARACTERISTICS; *ENROLLMENT RATE; *AREA VOCATIONAL SCHOOLS; TECHNICAL INSTITUTES; OCCUPATIONAL CLUSTERS; CURRICULUM GUIDES
IDENTIFIERS - MINNESOTA

ABSTRACT - ONE OF A SERIES OF REPORTS SUMMARIZING DATA ON STUDENTS IN THE FULL-TIME DAY PROGRAMS OF THE MINNESOTA AREA VOCATIONAL-TECHNICAL INSTITUTES, THIS REPORT FEATURES BIOGRAPHICAL DATA GATHERED FROM STUDENTS ENROLLED BETWEEN JULY 1, 1972 AND JUNE 30, 1973. DATA PRESENTED INCLUDE AGE, SEX, MARITAL STATUS, GEOGRAPHICAL LOCATION, INFORMATION ABOUT FAMILY OCCUPATIONS AND INCOME, STUDENTS' PRIOR EDUCATION AND WORK EXPERIENCE, AND CURRICULUM AREA IN WHICH ENROLLED. APPENDIXES GIVE THE SYSTEM CURRICULUM GUIDE OF BROAD OCCUPATIONAL CLUSTERS AND CURRICULUM AREA FOR SPECIFIC PROGRAMS, AND A LIST OF THE COUNTIES IN MINNESOTA'S 11 ECONOMIC REGIONS. (MF)

VT 101 154
WEBER, JAMES M.
TESTING THE OHIO CAREER DEVELOPMENT PROGRAM.

INSTITUTE FOR EDUCATIONAL DEVELOPMENT, NEW YORK, N.Y.
OHIO STATE DEPT. OF EDUCATION, COLUMBUS. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - AUG73 135P.

DESCRIPTORS - *CAREER EDUCATION; *VOCATIONAL DEVELOPMENT; *PROGRAM EVALUATION; *TESTING; *TESTS
IDENTIFIERS - *OHIO

ABSTRACT - THIS DOCUMENT REPORTS THE PLANNING AND ADMINISTRATION OF AN EVALUATION OF A CAREER DEVELOPMENT PROGRAM CARRIED OUT IN FOUR CITIES IN OHIO. THE PLAN CALLED FOR DEVELOPING, PILOTING, REVISING, AND ADMINISTERING A SERIES OF PRELIMINARY AND FINAL TESTS TO AN EXPERIMENTAL AND A CONTROL GROUP. THE TESTS WERE ADMINISTERED TO RANDOMLY SELECTED CLASSROOMS IN GRADES 3, 6, 8, AND 10 IN AKRON, CINCINNATI, DAYTON, AND TOLEDO. THE RESULTS OF THE PROJECT CAME IN TWO FORMS: (1) A SET OF TESTS FOR MEASURING COGNITIVE AND AFFECTIVE PERFORMANCE OF STUDENTS IN THEIR CAREER DEVELOPMENT AT GRADES 3, 6, 8, AND 10, AND (2) TESTED LEARNING ON THE COGNITIVE AND AFFECTIVE PERFORMANCE OF STUDENTS IN FOUR OHIO CITIES BASED ON THE TESTS. (AUTHOR/MU)

VT 101 155

PRIZZIA, ROSS
MANPOWER SURVEY PROJECT: A SURVEY OF INDUSTRY OPINION.

HONOLULU COMMUNITY COLL., HAWAII.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUL73 142P.

DESCRIPTORS - *COMMUNITY COLLEGES; *TECHNICAL EDUCATION; *VOCATIONAL EDUCATION; CURRICULUM PLANNING; *COMMUNITY SURVEYS; JOB SKILLS; *SCHOOL INDUSTRY RELATIONSHIP
IDENTIFIERS - *HONOLULU COMMUNITY COLLEGE; HAWAII

ABSTRACT - TO DETERMINE THE OPINIONS OF THE INDUSTRIES THAT EMPLOY VOCATIONAL GRADUATES OF THE HONOLULU COMMUNITY COLLEGE, QUESTIONNAIRES WERE ADMINISTERED BY INSTRUCTORS AND A STUDENT STAFF TO A SELECTED SAMPLE OF INDUSTRIES BALANCED BY LOCATION, SIZE, AND OWNERSHIP TYPE. DEMOGRAPHIC CHARACTERISTICS OF THE EMPLOYER, GENERAL TECHNICAL SKILLS NEEDED IN SPECIFIC WORK, AND PERSONAL TRAITS, HABITS, AND CHARACTERISTICS USEFUL IN EMPLOYEES WERE EXPLORED. OPEN-ENDED QUESTIONS TO 257 RESPONDENTS PRODUCED FINDINGS USEFUL IN CURRICULUM PLANNING OF THE COLLEGE. OPINIONS STRESSED THE GROWING IMPORTANCE OF EMPHASIS ON SOCIAL SKILLS AND A NEED FOR A CONTINUING COLLEGE-INDUSTRY DIALOGUE WITH CONTINUOUS FEEDBACK TO THE SCHOOL FROM THE INDUSTRIAL COMMUNITY. (MU)

VT 101 156
RYAN, CHARLES W.; YOUNG, JON I.
INFLUENCES ON THE CAREER DEVELOPMENT OF ELEMENTARY SCHOOL CHILDREN.

MAINE UNIV., ORONO. COLL. OF EDUCATION.
MAINE STATE DEPT. OF EDUCATIONAL AND CULTURAL SERVICES, AUGUSTA. VOCATIONAL EDUCATION RESEARCH COORDINATING UNIT.
MF AVAILABLE IN VT-ERIC SET.
RES-DEV-SER-C/73-1
PUB DATE - SEP73 67P.

DESCRIPTORS - *CHILDRENS BOOKS; *OCCUPATIONAL INFORMATION; *CHILDHOOD ATTITUDES; *VOCATIONAL DEVELOPMENT; OCCUPATIONAL ASPIRATION; *ELEMENTARY SCHOOL STUDENTS.
IDENTIFIERS - *OLD TOWN MAINE SCHOOL SYSTEM

ABSTRACT - TO PROVIDE GUIDELINES FOR EDUCATORS WHO PLAN CAREER DEVELOPMENT IN SCHOOL PROGRAMS, THIS RESEARCH STUDIED THE INFLUENCES ON CAREER DEVELOPMENT OF YOUNG CHILDREN. EVIDENCE WAS SOUGHT TO DETERMINE HOW THE WORLD OF WORK IS PRESENTED TO CHILDREN IN THE ELEMENTARY READING TEXTS AND MATERIALS. SAMPLES OF READING MATERIALS USED IN THE ELEMENTARY CLASSROOMS OF THE OLD TOWN, MAINE SCHOOL SYSTEM WERE ANALYZED AND EACH STUDENT IN GRADES 2, 4, AND 6 WAS ADMINISTERED AN OCCUPATIONAL KNOWLEDGE TEST TO MEASURE ATTITUDES AND KNOWLEDGE OF OCCUPATIONS AND PERCEPTIONS OF SEX-IDENTIFIED OCCUPATIONS. DATA REVEALED THAT READING MATERIALS HAD LITTLE EFFECT ON THE CHILD'S VIEWS OF VARIOUS OCCUPATIONS AS MEASURED BY CORRELATION BETWEEN KNOWLEDGE AND PREFERENCE. OLDER ELEMENTARY STUDENTS SHOWED LESS PREJUDICE ABOUT SEX STEREOTYPED OCCUPATIONS THAN DID THE YOUNGER STUDENTS. (AUTHOR/MU)

VT 101 157
CONTEMPORARY CURRICULUM FOR CAREER DEVELOPMENT. FINAL REPORT. OCTOBER 1, 1970-JUNE 30, 1973. EVALUATION REPORT.

KNOX COUNTY SCHOOLS, KNOXVILLE, TENN.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 73 145P.

DESCRIPTORS - *CAREER EDUCATION; *VOCATIONAL DEVELOPMENT; *DEVELOPMENTAL PROGRAMS; *PROGRAM DESCRIPTIONS; *PROGRAM EVALUATION
IDENTIFIERS - *KNOX COUNTY SCHOOL SYSTEM

ABSTRACT - THIS DOCUMENT REPORTS THE THIRD YEAR OF AN EXEMPLARY PROJECT TO INTRODUCE CAREER EDUCATION INTO THE KNOX COUNTY SCHOOL SYSTEM, TENNESSEE AND SUMMARIZES THE ENTIRE PROJECT FROM OCTOBER 1970 TO JULY 1973. A BRIEF CHRONOLOGICAL REVIEW, DESCRIPTIONS OF THE PROGRAM ACTIVITIES FOR PRIMARY, MIDDLE, AND SECONDARY GRADES, ACCOMPLISHMENTS IN TERMS OF OBJECTIVES, AND THE JOB PLACEMENT AND FOLLOWUP PROGRAM ARE INCLUDED. AN ATTACHMENT CONTAINS THE EVALUATION REPORT WHICH DETAILS THE PROGRAM AND MEASUREMENTS OF STUDENT ACHIEVEMENT ON A SCHOOL-BY-SCHOOL BASIS. (AUTHOR/MU)

VT 101 158
KEVORKIAN, ARTHUR H., AND OTHERS
REPORT OF THE CAREER EXPLORATION PROGRAM FOR JUNIOR HIGH SCHOOLS IN NEW BRITAIN.

NEW BRITAIN BOARD OF EDUCATION, CONN.
CONNECTICUT STATE DEPT. OF EDUCATION, HARTFORD. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 200P.

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DESCRIPTORS - CAREER EDUCATION; *OCCUPATIONAL INFORMATION; *PROGRAM PLANNING; *JUNIOR HIGH SCHOOLS; *VOCATIONAL DEVELOPMENT
IDENTIFIERS - *NEW BRITAIN PUBLIC SCHOOLS

ABSTRACT - THIS DOCUMENT REPORTS THE ORGANIZATION, ACTIVITIES, AND INITIAL PRODUCTS OF A PROJECT TO DEVELOP A JUNIOR HIGH SCHOOL PROGRAM IN CAREER EXPLORATION. ADMINISTRATIVE, GUIDANCE, AND CLASSROOM PERSONNEL FROM THE SCHOOLS OF NEW BRITAIN, CONNECTICUT WORKED IN COMMITTEE TO DEFINE ROLES, SEEK COMMUNITY INVOLVEMENT, AND PRODUCE UNITS OF STUDY FOR THE PROGRAM. REPORTS OF THE COMMITTEE ACTIVITIES, MINUTES OF THEIR MEETINGS, CORRESPONDENCE, AND CONCLUSIONS REACHED IN THEIR STUDY ARE INCLUDED IN THE DOCUMENT. STUDENT INPUT AND COMMUNITY COOPERATION CONTRIBUTED TO THE EFFORT. A NUMBER OF WORK-ROLE OBSERVATION SHEETS WERE COMPILED TO BE USED FOR RESOURCE MATERIALS IN THE GUIDANCE CENTERS OF VARIOUS SCHOOLS IN NEW BRITAIN. (MU)

VT 101 159
DRAKE, JAMES BOB; MORGAN, ALICE S

PERCEPTIONS OF ALABAMA SUPERINTENDENTS AND PRINCIPALS OF VOCATIONAL YOUTH ORGANIZATIONS.

AUBURN UNIV., ALA. DEPT. OF VOCATIONAL AND ADULT EDUCATION. ALABAMA STATE DEPT. OF EDUCATION, MONTGOMERY. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
RES-DEV-REP-16
PUB DATE - 73 75P.

DESCRIPTORS - *STUDENT ORGANIZATIONS; *YOUTH CLUBS; *ADMINISTRATOR ATTITUDES; *ORGANIZATIONAL EFFECTIVENESS; SUPERINTENDENTS; PRINCIPALS; HIGH SCHOOL CURRICULUM; GROUP ACTIVITIES; SURVEYS
IDENTIFIERS - ALABAMA

ABSTRACT - THE PURPOSE OF THIS STUDY WAS TO DETERMINE SOME OF THE PERCEPTIONS HELD BY ALABAMA SUPERINTENDENTS AND SECONDARY SCHOOL PRINCIPALS RELATIVE TO VOCATIONAL YOUTH ORGANIZATIONS IN THEIR SCHOOLS OR SCHOOL SYSTEMS. SURVEY INSTRUMENTS WERE MAILED TO 561 ALABAMA SUPERINTENDENTS AND SECONDARY SCHOOL PRINCIPALS, WITH RESPONSES OF 314 COMPILED IN THE REPORT. THE OVERALL OPINIONS EXPRESSED AS TO THE EFFECTIVENESS OF THE VOCATIONAL YOUTH ORGANIZATIONS WERE VERY FAVORABLE. SURVEY ANSWERS ARE DETAILED IN 33 TABLES. THE SURVEY FORM, COMMENTS FROM RESPONDENTS, AND OTHER MATERIAL ARE APPENDED. THE CLUBS ABOUT WHICH OPINIONS WERE REQUESTED WERE: DISTRIBUTIVE EDUCATION CLUBS OF AMERICA, FUTURE BUSINESS LEADERS OF AMERICA, FUTURE FARMERS OF AMERICA, FUTURE HOMEMAKERS OF AMERICA, VOCATIONAL INDUSTRIAL CLUBS OF AMERICA, HEALTH CAREERS CLUBS, AND INDUSTRIAL ARTS CLUBS. (MF)

VT 101 160
DRAKE, JAMES BOB

EMPLOYMENT TRENDS AND VOCATIONAL PLANNING INFORMATION FOR FORESTRY TECHNICIANS IN ALABAMA. PART I.

AUBURN UNIV., ALA. DEPT. OF VOCATIONAL AND ADULT EDUCATION. ALABAMA STATE DEPT. OF EDUCATION, MONTGOMERY. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
RES-DEV-REP-15
PUB DATE - 73 64P.

DESCRIPTORS - STATE SURVEYS; *EMPLOYMENT OPPORTUNITIES; *EMPLOYMENT TRENDS; *FORESTRY AIDES; *MANPOWER NEEDS; *EDUCATIONAL NEEDS; TECHNICAL INSTITUTES; COLLEGE PROGRAMS
IDENTIFIERS - ALABAMA

ABSTRACT - THE PURPOSE OF THIS STUDY WAS TO PROVIDE INFORMATION CONCERNING EMPLOYMENT OPPORTUNITIES AND TRENDS AND OTHER INFORMATION FOR PLANNING POSTSECONDARY VOCATIONAL EDUCATION PROGRAMS FOR FORESTRY TECHNICIANS. SURVEY INSTRUMENTS WERE MAILED TO THE POPULATION OF 344 FORESTRY FIRMS IN ALABAMA, WITH A RETURN OF 119. FINDINGS DETAILED IN THE REPORT INDICATE THAT THERE ARE BUDGETED VACANCIES FOR FORESTRY TECHNICIANS CURRENTLY EXISTING, WITH A CONTINUING NEED FOR SUCH WORKERS. RESPONDING FIRMS REPORTED THAT THEIR FORESTRY TECHNICIANS RECEIVED MOST OF THEIR TRAINING ON THE JOB (69.1 PERCENT), WITH 15.4 PERCENT AT FOUR-YEAR COLLEGES AND UNIVERSITIES, 7.6 PERCENT IN JUNIOR COLLEGE TECHNICAL PROGRAMS, AND THE REST BY SOME OTHER MEANS. ONLY 10.9 PERCENT OF THE RESPONDING FIRMS STATED THAT THEY WOULD HIRE FORESTRY TECHNICIANS TRAINED IN POSTSECONDARY SCHOOLS, ALTHOUGH 74.5 PERCENT FELT THAT SUCH POSTSECONDARY PROGRAMS SHOULD BE COOPERATIVE AND 62 PERCENT INDICATED WILLINGNESS TO WORK WITH STUDENTS IN COOPERATIVE PROGRAMS. (MF)

VT 101 161
DRAKE, JAMES BOB, AND OTHERS

A SURVEY OF SELECTED ASPECTS OF DISTRIBUTIVE EDUCATION PROGRAMS IN THE UNITED STATES.

AUBURN UNIV., ALA. DEPT. OF

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VOCATIONAL AND ADULT EDUCATION.
ALABAMA STATE DEPT. OF EDUCATION, MONTGOMERY. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
RES-DEV-REP-14
PUB DATE - 73 26P.

DESCRIPTORS - *DISTRIBUTIVE EDUCATION; SECONDARY GRADES; *STUDENT ENROLLMENT; *TEACHER SALARIES; TEACHER EMPLOYMENT; INSTRUCTOR COORDINATORS; *COOPERATIVE PROGRAMS; NATIONAL SURVEYS; STATE SUPERVISORS

ABSTRACT - THE PURPOSE OF THIS STUDY WAS TO COLLECT INFORMATION ON SELECTED ASPECTS OF SECONDARY LEVEL DISTRIBUTIVE EDUCATION PROGRAMS IN THE UNITED STATES, WITH SPECIFIC EMPHASIS ON STUDENT ENROLLMENT AND SALARY RANGES OF TEACHER-COORDINATORS IN BOTH COOPERATIVE PLAN PROGRAMS AND PROJECT PLAN PROGRAMS. INFORMATION IN THE STUDY WAS PROVIDED BY STATE SUPERVISORS OR COMPARABLE PERSONNEL IN THE 33 STATES RESPONDING TO THE SURVEY. FINDINGS SHOWED THAT ALL 33 STATES OFFER COOPERATIVE PLAN DISTRIBUTIVE EDUCATION PROGRAMS AND 13 ALSO OFFER PROJECT PLAN DISTRIBUTIVE EDUCATION PROGRAMS. STUDENT ENROLLMENT, ENROLLMENT PER TEACHER, TEACHER SALARY RANGES, AND NUMBER OF TEACHERS EMPLOYED ARE PRESENTED FOR EACH TYPE OF PLAN IN EACH STATE. THE STUDY WAS NOT INTENDED TO DRAW ANY CONCLUSIONS BUT RATHER TO GATHER DATA THAT WOULD BE HELPFUL TO STATE SUPERVISORS AND OTHER INTERESTED PERSONNEL FOR NOTING TRENDS IN PROGRAM OPERATION FOR PLANNING PURPOSES. (MF)

VT 101 162
VOCATIONAL EDUCATION REPORT IN IOWA. 1972 REPORT.

IOWA STATE CAREER EDUCATION ADVISORY COUNCIL, DES MOINES.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - OCT72 199P.

DESCRIPTORS - *ADVISORY COMMITTEES; *STATEWIDE PLANNING; *CAREER EDUCATION; *STATE PROGRAMS; *ANNUAL REPORTS
IDENTIFIERS - IOWA

ABSTRACT - THIS 1972 REPORT, MADE BY THE IOWA CAREER EDUCATION ADVISORY COUNCIL TO THE STATE BOARD OF PUBLIC INSTRUCTION, THE NATIONAL COMMISSIONER, AND THE NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION, SUMMARIZES THE EFFORTS DIRECTED TOWARD THE CAREER EDUCATION CONCEPT IN THE STATE DURING THE YEAR. SUMMARIES OF EVIDENCE OBTAINED FROM FIELD TRIPS AND STATISTICAL DATA ARE REPORTED ALONG WITH THE RESULTING RECOMMENDATIONS FOR EACH EDUCATIONAL LEVEL FOR ELEMENTARY AND JUNIOR HIGH SCHOOL, SECONDARY GRADES, AND POSTSECONDARY GRADES. GUIDANCE ACTIVITIES AT THE SECONDARY AND POSTSECONDARY LEVELS ARE HIGHLIGHTED. (MU)

VT 101 163
CAREER EDUCATION EFFORT IN IOWA. 1973 REPORT.

IOWA STATE CAREER EDUCATION ADVISORY COUNCIL, DES MOINES.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - DEC73 37P.

DESCRIPTORS - *ADVISORY COMMITTEES; *STATEWIDE PLANNING; *CAREER EDUCATION; *STATE PROGRAMS; *ANNUAL REPORTS
IDENTIFIERS - *IOWA

ABSTRACT - THIS 1973 REPORT, MADE BY THE IOWA CAREER EDUCATION ADVISORY COUNCIL TO THE STATE BOARD OF PUBLIC INSTRUCTION, THE NATIONAL COMMISSIONER, AND THE NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION, HAS REVIEWED THE PRE- AND INSERVICE TEACHER PREPARATION DIRECTED TOWARD IMPLEMENTING CAREER EDUCATION IN IOWA DURING THE YEAR. AT THREE UNIVERSITIES, MEETINGS WERE HELD AND 87 EDUCATION STUDENTS AND THREE UNIVERSITY PRESIDENTS WERE INTERVIEWED. STATISTICAL INFORMATION WAS ALSO CONSIDERED AND THE FOLLOWING RECOMMENDATIONS WERE REACHED: (1) A STATE DEFINITION OF CAREER EDUCATION MUST BE DEVELOPED, (2) A STATE PLAN TO COORDINATE ALL EFFORTS IS NEEDED, (3) STATE CURRICULUM GUIDES SHOULD BE COMPLETED AND DISTRIBUTED, AND (4) A STATE COORDINATING COMMITTEE IS NEEDED. ACTION ON THE RECOMMENDATIONS OF THE PREVIOUS YEAR IS REPORTED. (MU)

VT 101 164
CAMERON, DONALD L.; LUTZ, BARRETT
MODEL CAREER RESOURCE CENTER. FINAL REPORT.

STATE COLLEGE AREA SCHOOL DISTRICT, PA.
PENNSYLVANIA STATE DEPT. OF EDUCATION, HARRISBURG. BUREAU OF VOCATIONAL, TECHNICAL, AND CONTINUING EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUN73 25P.

DESCRIPTORS - *EDUCATIONAL RESOURCES; *RESOURCE CENTERS; *VOCATIONAL DEVELOPMENT; *INFORMATION SYSTEMS; SECONDARY EDUCATION; CAREER PLANNING
IDENTIFIERS - *STATE COLLEGE AREA SCHOOL DISTRICT; PENNSYLVANIA

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ABSTRACT - TO DELIVER CAREER GUIDANCE SERVICES TO THE SECONDARY SCHOOL STUDENTS OF THE STATE COLLEGE AREA HIGH SCHOOL, A CAREER RESOURCE CENTER WAS ESTABLISHED AND A CAREER COUNSELOR PROVIDED FOR THE SCHOOL. SIX GENERAL AREAS OF ACTIVITY ARE DESCRIBED: (1) A LIBRARY OF RESOURCE MATERIALS, (2) AN ATTRACTIVE AND APPROPRIATE SPACE FOR COUNSELING OR FOR MEETINGS, (3) HUMAN RESOURCES FROM OUTSIDE THE SCHOOL, (4) COMMUNITY PROGRAMS, (5) AN INTEGRATED CURRICULUM OF REGULAR SUBJECT MATTER WITH CAREER INFORMATION, AND (6) FACULTY EXPERTISE IN SELECTING AND USING APPROPRIATE MATERIALS. AN EVALUATION OF THE SERVICES IS MADE THROUGH STUDENT SURVEYS AND PLANS ARE MADE FOR CONTINUING THE CENTER. INSTRUMENTS, MATERIALS, AND A FLOOR PLAN OF THE FACILITY ARE APPENDED. (MU)

VT 101 165
MOUNTAN, NORMA M.
MODEL CAREER RESOURCE CENTERS IN SCHOOLS FOR THE SYSTEMATIC PURPOSEFUL USE OF CAREER INFORMATION SUPPORTED BY A STATE INFORMATION PREPARATION AGENCY. FINAL REPORT.

NORTH HILLS SCHOOL DISTRICT, PITTSBURGH, PA.
PENNSYLVANIA STATE DEPT. OF EDUCATION, HARRISBURG. BUREAU OF VOCATIONAL, TECHNICAL, AND CONTINUING EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 30JUN73 28P.

DESCRIPTORS - *EDUCATIONAL RESOURCES; *RESOURCE CENTERS; *VOCATIONAL DEVELOPMENT; *INFORMATION SYSTEMS; CAREER PLANNING; SECONDARY EDUCATION
IDENTIFIERS - *NORTH HILLS SCHOOLS; PENNSYLVANIA

ABSTRACT - THE SYSTEM FOR DELIVERING CAREER DEVELOPMENT INFORMATION TO THE SCHOOL PERSONNEL AND 3500 STUDENTS IN GRADES 9 THROUGH 12 IN THE NORTH HILLS SCHOOLS OUTSIDE PITTSBURGH IS DESCRIBED. OBJECTIVES OF THE CAREER RESOURCE CENTER WERE TO MAKE AVAILABLE CAREER INFORMATION, ASSIST IN ITS UTILIZATION, AND PROVIDE PROFESSIONAL HELP TO STUDENTS IN THEIR CAREER PLANNING. AN INTERNAL EVALUATION OF THE CENTER IS REPORTED IN WHICH THE REGULAR GUIDANCE PROGRAM AND THE RESOURCE CENTER PROGRAM ARE COMPARED USING A STUDENT SURVEY AND DETAILED RECORDS OF RESOURCE CENTER USE. INSTRUMENTS USED ARE APPENDED. (MU)

VT 101 166
COORDINATION OF FIELD SERVICES FOR STUDENTS HAVING COMPLETED A VOCATIONAL TRAINING PROGRAM AT THE YOUTH DEVELOPMENT CENTER AND RETURNED TO THEIR HOME COMMUNITY. FINAL REPORT.

YOUTH DEVELOPMENT CENTER, KEARNEY, NEBR.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.; NEBRASKA STATE DEPT. OF EDUCATION, LINCOLN.; NEBRASKA OCCUPATIONAL NEEDS RESEARCH COORDINATING UNIT, LINCOLN.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 74 8P.

DESCRIPTORS - *RECIDIVISM; *VOCATIONAL REHABILITATION; *VOCATIONAL TRAINING CENTERS; *VOCATIONAL ADJUSTMENT; EMPLOYMENT; VOCATIONAL COUNSELING; JOB PLACEMENT; WORK ATTITUDES
IDENTIFIERS - *YOUTH DEVELOPMENT CENTER; NEBRASKA

ABSTRACT - COVERING THE TIME PERIOD OF APRIL 16, 1973 TO APRIL 15, 1974, THIS REPORT SUMMARIZES A PROJECT IN NEBRASKA TO PROVIDE FOLLOWUP SERVICES FOR JUVENILE PAROLEES WHO WERE RETURNED TO THEIR HOMES FROM THE YOUTH DEVELOPMENT CENTER (YDC) VOCATIONAL TRAINING PROGRAM. EMPHASIS WAS PLACED ON ASSISTING THE PAROLEE IN FURTHER TRAINING, FINDING EMPLOYMENT, DEVELOPING CONSISTENT WORK HABITS, AND MAKING PERSONAL ADJUSTMENTS. REGULAR CONTACT WITH THE YOUTH, HIS EMPLOYER, AND GROUP MEETINGS OF PAROLEES WITH COMMON PROBLEMS WERE USED TO ENSURE THAT A STUDENT WOULD NOT RETURN TO THE YDC ONCE HE HAD BEEN RELEASED. THE FIELD SERVICE COORDINATOR IN THE FIRST PROJECT YEAR HAD SERVED 47 YOUTHS WITH SEVERAL INSTANCES OF RATHER STARTLING SUCCESS AND A SHARP REDUCTION OF RECIDIVISM FOR THOSE STUDENTS WHO HAD BEEN PROVIDED APPROPRIATE AFTERCARE SERVICES IN ADDITION TO THAT PROVIDED SOLELY THROUGH PAROLE SUPERVISION. (AUTHOR/MU)

VT 101 167
CURTIS, SAMUEL M.
EDUCATION IN AGRICULTURE FOR THE EDUCATIONALLY DISADVANTAGED. SECOND ANNUAL REPORT.

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK. COLL. OF AGRICULTURE.
PENNSYLVANIA RESEARCH COORDINATING UNIT FOR VOCATIONAL EDUCATION, HARRISBURG.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUL73 11P.

DESCRIPTORS - *EDUCATIONALLY DISADVANTAGED; *VOCATIONAL EDUCATION; *VOCATIONAL INTERESTS

BEST COPY AVAILABLE

ABSTRACT - ACCOMPLISHMENTS OF AN AGRICULTURAL EDUCATION PROJECT FOR THE 1972-1973 ACADEMIC YEAR INVOLVING 24 SCHOOLS IN PENNSYLVANIA ARE SUMMARIZED. RESULTS ARE PRESENTED IN THREE CATEGORIES, GUIDANCE, CURRICULUM MATERIALS, AND RESEARCH. AN INTEREST INVENTORY OF DISADVANTAGED EIGHTH GRADE STUDENTS IN THE PARTICIPATING SCHOOLS IS REPORTED AND THE USE OF PARTICULAR VISUAL AIDS IN THE SCHOOLS IS NOTED. EXPERIMENTAL INSTRUCTIONAL MATERIALS WERE SUCCESSFULLY USED WITHIN THE YEAR. (MU)

VT 101 168
BRANTNER, S.T.; ENDERLEIN, THOMAS
THE DEVELOPMENT OF INVENTORY-OPINIONNAIRE INSTRUMENTS. FINAL REPORT.

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK.
PENNSYLVANIA STATE DEPT. OF EDUCATION, HARRISBURG. BUREAU OF VOCATIONAL, TECHNICAL, AND CONTINUING EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 30JUN73 20P.

DESCRIPTORS - *STATE SCHOOL DISTRICT RELATIONSHIP; *AREA VOCATIONAL SCHOOLS; *SCHOOL ORGANIZATION; *DATA COLLECTION; *MEASUREMENT INSTRUMENTS
IDENTIFIERS - *PENNSYLVANIA

ABSTRACT - WHEN THE INTERMEDIATE SCHOOL UNIT WAS ESTABLISHED IN PENNSYLVANIA, ELIMINATING THE COUNTY SCHOOL UNIT IN A REORGANIZATION OF THE SCHOOL SYSTEM BY A 1970 PENNSYLVANIA ACT, THE PREVIOUS CLOSE RELATIONSHIP BETWEEN THE AREA VOCATIONAL SCHOOL AND THE COUNTY UNIT THROUGH THEIR JOINT BOARDS WAS LOST. AN EXAMINATION OF THE RELATIONSHIP BETWEEN THE AREA VOCATIONAL TECHNICAL SCHOOL AND THE NEW INTERMEDIATE UNIT WAS SOUGHT AND THIS DOCUMENT REPORTS THE RESEARCH TO GENERATE A DATA GATHERING INSTRUMENT TO ASSIST IN THE WORK. A SAMPLING OF VOCATIONAL DIRECTORS OF COMPREHENSIVE HIGH SCHOOLS AND INTERMEDIATE UNITS WAS USED TO HELP CONSTRUCT THE INVENTORY-OPINIONNAIRE. A COPY OF THE RESULTING INSTRUMENT IS APPENDED. (MU)

VT 101 169
PROJECT CAREER (COMPUTER ASSISTED RESEARCH FOR EDUCATIONAL RELEVANCE). PROPOSAL PACKAGE FOR FISCAL YEAR 1975.

PROJECT CAREER, RANDOLPH, MASS.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.; MASSACHUSETTS STATE DEPT. OF EDUCATION, BOSTON. DIV. OF OCCUPATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 06JUN74 45P.

DESCRIPTORS - *PROGRAM PROPOSALS; *INFORMATION DISSEMINATION; *OCCUPATIONAL INFORMATION; DATA BASES; VOCATIONAL EDUCATION; EDUCATIONAL RESEARCH; CURRICULUM DEVELOPMENT
IDENTIFIERS - MASSACHUSETTS

ABSTRACT - FISCAL YEAR 1975 PROGRAM PROPOSAL FOR CONTINUATION AND EXPANSION OF PROJECT CAREER (COMPUTER ASSISTED RESEARCH FOR EDUCATIONAL RELEVANCE) IS PRESENTED, THE PACKAGE BEING SUBMITTED FEBRUARY 25, 1974 AND THE REVISED PLAN JUNE 6, 1974. PROJECT CAREER ATTEMPTS TO GATHER, ORGANIZE, AND TRANSLATE WORLD-OF-WORK INFORMATION INTO INSTRUCTIONAL MATERIALS WITH CORE SKILLS AND INCREASED EMPLOYMENT OPTIONS FOR STUDENTS IN MASSACHUSETTS SCHOOLS. THE PACKAGES INCLUDE PROGRAM, BUDGETS, OBJECTIVES, AND ACTIVITIES PROPOSED. (MF)

VT 101 170
PROJECT CEDIS (CAREER EDUCATION DISSEMINATION SERVICES). PROPOSAL APPLICATION FOR FISCAL YEAR 1975.

CAREER EDUCATION DISSEMINATION SERVICES, LOWELL, MASS.; GREATER LAWRENCE REGIONAL VOCATIONAL-TECHNICAL SCHOOL, ANDOVER, MASS.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.; MASSACHUSETTS STATE DEPT. OF EDUCATION, BOSTON. DIV. OF OCCUPATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 07FEB74 40P.

DESCRIPTORS - *PROGRAM PROPOSALS; *INFORMATION SERVICES; *INFORMATION DISSEMINATION; CLEARINGHOUSES; EDUCATIONAL COORDINATION; *CAREER EDUCATION; *VOCATIONAL SCHOOLS
IDENTIFIERS - MASSACHUSETTS

ABSTRACT - THE PROPOSAL FOR FISCAL YEAR 1975 FOR PROJECT CEDIS (CAREER EDUCATION DISSEMINATION SERVICES), A SUPPORT SYSTEM FOR VOCATIONAL EDUCATORS IN MASSACHUSETTS, IS PRESENTED. THIS ONE-YEAR PLAN SHOULD BE CONSIDERED AN UPDATING OF THE OBJECTIVES AND ACTIVITIES SPECIFIED IN THE CEDIS FIVE-YEAR PROJECT PLAN SUBMITTED IN NOVEMBER 1972. INCLUDED ARE MILESTONE CHARTS, BUDGETS, AND DETAILED PROGRAM OBJECTIVES AND ACTIVITIES. THE TWO MAJOR PROGRAMS ARE THE DEVELOPMENT AND EXPANSION OF AN INFORMATION CLEARINGHOUSE FOR OCCUPATIONAL/CAREER EDUCATION

ND THE PROFESSIONAL DEVELOPMENT
CTIVITIES ASSOCIATED WITH USE OF
HE CLEARINGHOUSE AND INFORMATION
ESOURCES IN GENERAL. (MF)

T 101 171
EPSON, PETER
SSESSMENT OF TRAINING NEEDS OF
DULTS IN MOHAVE COUNTY. FINAL
EPORT.

OHAVE COMMUNITY COLL., KINGMAN,
RIZ.
UREAU OF OCCUPATIONAL AND ADULT
DUCATION (DHEW/OE), WASHINGTON,
.C.
F AVAILABLE IN VT-ERIC SET.
UB DATE - 10JUN74 43P.

ESCRIPTORS - *ADULT BASIC
DUCATION; UNEMPLOYED;
NDEREMPLOYED; *DISADVANTAGED
ROUPS; IDENTIFICATION;
EDUCATIONAL NEEDS; EDUCATIONAL
EMAND; *RESEARCH PROJECTS
DENTIFIERS - MOHAVE COUNTY;
RIZONA

BSTRACT - THE PROJECT WAS
ONDUCTED TO FIND OUT IF THERE WAS
NEED FOR AN ADULT EDUCATION
ROGRAM TO PROVIDE INSTRUCTION IN
OB-RELATED COMPETENCIES IN THE
ASIC SKILLS OF READING, WRITING,
ATH, SPELLING, AND COMMUNICATIONS
OR THE UNEMPLOYED AND
NDEREMPLOYED OF MOHAVE COUNTY,
RIZONA. THE REPORT PRESENTS THE
ROCEDURES USED TO IDENTIFY THE
ERSONS ELIGIBLE AND WILLING TO
AKE AN ADULT BASIC EDUCATION
OURSE RELATED TO JOB SKILLS.
ESULTS OF THE STUDY SHOW THE
IFFICULTY OF LOCATING AND
NTERVIEWING PERSONS WHO MAY BE
NEDUCATED, UNDEREMPLOYED, OR
NEMPLOYED. OF 1,100 PERSONS WHO
AY HAVE LESS THAN AN EIGHTH GRADE
DUCATION 164 WERE IDENTIFIED, 76
F THEM FROM WELFARE, EMPLOYMENT,
R OTHER AGENCIES. OF THIS NUMBER
2 INDICATED THAT THEY WOULD TAKE
HE COURSE, WHICH WOULD JUSTIFY
HE HIRING OF A PART-TIME
NSTRUCTOR. NOT ENOUGH PERSONS
ERE LOCATED TO SUBSTANTIATE THE
EED FOR A CONTINUING PROGRAM IN
DULT BASIC EDUCATION. THE NEED
OR SUCH EDUCATION IN MOHAVE
OUNTY IS DESCRIBED AND
ECOMMENDATIONS FOR FUTURE STUDIES
RE MADE. (MF)

T 101 172
OLLOW-UP OF THE PLANS OF INDIANA
IGH SCHOOL SENIORS IN THE CLASS
F 1972. A VALIDATION STUDY OF
82,000 HIGH SCHOOL SENIORS -
HEIR EDUCATIONAL AND VOCATIONAL
LANS".

NDIANA VOCATIONAL TECHNICAL
OLL., INDIANAPOLIS. DEPT. OF
ESEARCH.
NDIANA STATE BOARD FOR VOCATIONAL
EDUCATION, INDIANAPOLIS.; BUREAU
OF OCCUPATIONAL AND ADULT
EDUCATION (DHEW/OE), WASHINGTON,
D.C.
MF AVAILABLE IN VT-ERIC SET.
INDIANA VOCATIONAL TECHNICAL
COLLEGE, DIV. OF RESEARCH AND
DEVELOPMENT, DEPT. OF RESEARCH,
5221 IVY TECH DRIVE, P.O. BOX
1763, INDIANAPOLIS, IN 46206
PUB DATE - NOV73 64P.

DESCRIPTORS - *FOLLOWUP STUDIES;
*HIGH SCHOOL GRADUATES; *GRADUATE
SURVEYS; *COMPARATIVE ANALYSIS;
*VALIDITY; EDUCATIONAL PLANNING;
CAREER PLANNING
IDENTIFIERS - INDIANA

ABSTRACT - A FOLLOWUP STUDY OF A
1972 SURVEY OF THE VOCATIONAL AND
EDUCATIONAL PLANS OF INDIANA'S
HIGH SCHOOL SENIORS WAS MADE FOR
THE PURPOSE OF VALIDATING THE
INFORMATION. FOLLOWUP
QUESTIONNAIRES RETURNED WERE KEYED
TO THE INDIVIDUAL'S PREVIOUS
SURVEY RETURN, PROVIDING DIRECT
COMPARISON OF THE DEGREE TO WHICH
THE PLAN WAS FOLLOWED
APPROXIMATELY ONE YEAR AFTER
GRADUATION. IT IS POINTED OUT THAT
THE FOLLOWUP SURVEY DATA ARE NOT
REPRESENTATIVE OF THE OVERALL
POPULATION RESPONDING TO THE
EARLIER SURVEY BUT ONLY OF THE
INDIVIDUALS RESPONDING TO THE
FOLLOWUP SURVEY. OF THE 82,000
HIGH SCHOOL SENIORS ORIGINALLY
SURVEYED 29,400 HAD INDICATED
WILLINGNESS TO PARTICIPATE IN THE
FOLLOWUP BUT ONLY 7,428 ACTUALLY
DID SO. COMPARISON TEXT AND TABLES
PRESENT THE RESPONSE DATA. ANY
CONCLUSIONS OR RECOMMENDATIONS
SHOULD BE DRAWN FROM THE ENTIRE
CIRCUMSTANCES OF THE STUDY. THE
PRIMARY WEAKNESS OF THE DATA WAS
THE DISTRIBUTION OF THE GRADUATES
WHO ACTUALLY PARTICIPATED IN THE
FOLLOWUP. FUTURE SURVEYS SHOULD
PROVIDE FOR BETTER MATCHING OF THE
RETURN POPULATION. (MF)

VT 101 173
WHITNEY, FREDERICK L.; ESCUDERO,
LEONARD
DETERMINATION OF SPANISH SURNAMED
IMPRESSIONS OF EDUCATIONAL
RELEVANCY.

GLENDALE UNION HIGH SCHOOL
DISTRICT, ARIZONA.
BUREAU OF OCCUPATIONAL AND ADULT
EDUCATION (DHEW/OE), WASHINGTON,
D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 18JAN74 35P.

DESCRIPTORS - *SPANISH SPEAKING;
*MEXICAN AMERICANS; GHETTOS;
CULTURAL BACKGROUND; BILINGUAL
STUDENTS; *STUDENT ATTITUDES;
*PARENT ATTITUDES; *EDUCATIONAL
NEEDS; VOCATIONAL EDUCATION;

SCHOOL COMMUNITY RELATIONSHIP
IDENTIFIERS - GLENDALE; ARIZONA

ABSTRACT - THIS IS AN INFORMAL REPORT ON THE ATTITUDES OF THE SPANISH-SPEAKING COMMUNITY IN THE GLENDALE, ARIZONA, UNION HIGH SCHOOL DISTRICT TOWARD EDUCATION, VOCATIONAL EDUCATION, AND THE SECONDARY SCHOOL. CENSUS TRACT 929 IS AN ECONOMICALLY DEPRESSED, LOW EDUCATION, HIGH WELFARE, NEARLY 100 PERCENT MEXICAN-AMERICAN AREA. THE SCHOOL DROPOUT RATE IS HIGH AND THE POPULATION DOES NOT IDENTIFY WITH JOB SKILL PROGRAMS OFFERED IN THE SCHOOLS. THE REPORT CONSISTS OF RAW DATA COLLECTED FROM A SURVEY OF STUDENTS, PARENTS AND OTHER ADULTS, GRADUATES AND DROPOUTS. CONCLUSIONS AND RECOMMENDATIONS WILL BE PRESENTED IN SUBSEQUENT REPORTS. (MF)

VT 101 174
MANNING, DORIS E.
A SURVEY TO ASCERTAIN VOCATIONAL HOME ECONOMICS NEEDS IN TUCSON SCHOOL DISTRICT NO. 1. FINAL REPORT.

ARIZONA UNIV., TUCSON. COLL. OF EDUCATION.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.; ARIZONA STATE DEPT. OF EDUCATION, PHOENIX. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUN74 181P.

DESCRIPTORS - *OCCUPATIONAL HOME ECONOMICS; *HOME ECONOMICS; EDUCATIONAL NEEDS; *EDUCATIONAL DEMAND; EMPLOYMENT OPPORTUNITIES; SURVEYS; *STUDENT INTERESTS; PARENT ATTITUDES; COMMUNITY ATTITUDES
IDENTIFIERS - TUCSON; ARIZONA

ABSTRACT - THE GOAL OF THIS PROJECT WAS TO SECURE INFORMATION ABOUT HOME ECONOMICS RELATED INTERESTS AND PROBLEMS OF STUDENTS AND ABOUT EMPLOYMENT OPPORTUNITIES IN SUCH OCCUPATIONS IN TUCSON, ARIZONA, SCHOOL DISTRICT NO. 1. QUESTIONNAIRES WERE ADMINISTERED TO STUDENTS IN GRADES 6, 8, AND 10 AND TO YOUNG ADULTS, PARENTS, AND COMMUNITY BUSINESSMEN IN EACH OF FOUR GEOGRAPHIC AREAS OF THE SCHOOL DISTRICT. DATA ARE PRESENTED IN NARRATIVE AND TABULAR FORM FOR EACH GROUP AND AREA. AS THERE ARE EMPLOYMENT OPPORTUNITIES IN HOME ECONOMICS RELATED OCCUPATIONS IN ALL GEOGRAPHIC AREAS, IT WAS CONCLUDED THAT IT IS PROBABLY FEASIBLE TO ADD SUCH COURSES TO CONSUMER AND HOMEMAKING PROGRAMS. ALTHOUGH STUDENTS INDICATED LITTLE INTEREST IN HOME ECONOMICS RELATED COURSES, PARENTS GENERALLY INDICATED SUPPORT OF THE PROGRAM. (MF)

VT 101 175
SCHRADER, MARVIN A.
TASK ANALYSIS OPTOMETRIC ASSISTANT. FINAL REPORT.

LAKESHORE TECHNICAL INST., CLEVELAND, WIS.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.; WISCONSIN STATE BOARD OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION, MADISON.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUN74 108P.

DESCRIPTORS - *TASK ANALYSIS; *EMPLOYMENT POTENTIAL; STATE SURVEYS; OPTOMETRISTS; TECHNICAL INSTITUTES; *HEALTH OCCUPATIONS EDUCATION; JOB SKILLS
IDENTIFIERS - *OPTOMETRIC ASSISTANTS; WISCONSIN

ABSTRACT - THE OPTOMETRIC ASSISTANT TASK ANALYSIS PROJECT WAS UNDERTAKEN TO PROVIDE DATA RELATING TO THE FREQUENCY AND PROFICIENCY OF TASKS IN AN OPTOMETRIC PRACTICE THAT ARE OR COULD BE ASSIGNED TO AN ASSISTANT, AND TO THE EMPLOYMENT POTENTIAL FOR TRAINED OPTOMETRIC ASSISTANT GRADUATES. TASK SURVEY DATA COLLECTED FROM MEMBERS OF THE WISCONSIN OPTOMETRIC ASSOCIATION AND FROM MEMBERS OF THE OPTOMETRIC ASSISTANTS OF WISCONSIN WERE TABULATED TO DISPLAY THE AVERAGE FREQUENCIES AND PROFICIENCIES NEEDED FOR EACH TASK. THE DATA ALSO INDICATE THE INFORMATION TO BE INCLUDED IN A CURRICULUM SO THAT A GRADUATE MAY BECOME CERTIFIED. THIS INFORMATION WILL BE USED IN DEVELOPMENT OF THE OPTOMETRIC ASSISTANT PROGRAM CURRICULUM AT LAKESHORE TECHNICAL INSTITUTE DURING THE 1974-75 SCHOOL YEAR. IN ADDITION, THE SURVEY SHOWED THAT THERE IS A SUFFICIENT STATEWIDE JOB MARKET FOR GRADUATES OF THE OPTOMETRIC ASSISTANT PROGRAM IN WISCONSIN. (MF)

VT 101 176
ELLISON, WILLIAM
INTER-DISCIPLINARY APPROACH TO CAREER DEVELOPMENT THROUGH A HIGH SCHOOL PROGRAM OF OCCUPATIONAL EDUCATION. FINAL REPORT.

RUSSELLVILLE CITY BOARD OF EDUCATION, ALA.
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - OCT73 216P.

DESCRIPTORS - *INTERDISCIPLINARY APPROACH; *VOCATIONAL DEVELOPMENT; *CAREER EDUCATION; SECONDARY SCHOOL COUNSELORS; VOCATIONAL

JCATION TEACHERS; *TEACHER
TITUDES; *OCCUPATIONAL GUIDANCE;
UDENT TESTING; DEVELOPMENTAL
OGRAMS; PROGRAM EVALUATION
ENTIFIERS - ALABAMA

STRACT - THE FINAL REPORT OF
IS EXEMPLARY PROJECT AT
SSELLVILLE, ALABAMA COVERS THE
REE-YEAR PERIOD FROM JULY 1,
70 THROUGH JUNE 30, 1973. THE
RPOSE OF THE PROJECT WAS TO
MONSTRATE THE PRINCIPLES AND
ACTICES RELATED TO THE USE OF
E INTERDISCIPLINARY APPROACH FOR
ACHING OCCUPATIONAL EDUCATION BY
CATIONAL TEACHERS AND SCHOOL
IDANCE COUNSELORS. PROGRAM
JECTIVES WERE: (1) TO PROVIDE
UDENT COUNSELING SERVICES IN
LATION TO OCCUPATIONAL INTERESTS
ND APTITUDES, (2) TO PROVIDE
CCUPATIONAL INFORMATION PROGRAMS
OR STUDENTS, AND (3) TO PROVIDE
N INTERDISCIPLINARY INSTRUCTIONAL
OGRAM TO ASSIST STUDENTS IN
EVELOPING IN THE OCCUPATIONAL
REAS IN WHICH VOCATIONAL
NSTRUCTION IS OFFERED BY THE
CHOOLS. ALL PHASES OF THE PROGRAM
XCEPT THE INTERDISCIPLINARY
OMPONENT WERE WELL ACCEPTED BY
HE STUDENTS AND FACULTY.
VALUATION INDICATED THAT IN
ENERAL THE PROJECT DEMONSTRATED
EASONABLE SUCCESS IN ACHIEVING
BJECTIVES 1 AND 2. OBJECTIVE 3
AS CARRIED OUT BUT MET WITH VERY
IMITED SUCCESS. IT WAS FELT THAT
F THE INTERDISCIPLINARY
OMPONENTS ARE TO BE SUCCESSFUL AN
NSERVICE EDUCATION PROGRAM IS
ESSENTIAL BEFORE IMPLEMENTATION IS
NDER WAY. (MF)

VT 101 177
GREGG, ROBERT
VOCATIONAL AND COMPENSATORY
EDUCATION CURRICULUM FOR THE
REHABILITATION OF SOCIALLY AND
ECONOMICALLY DEPRIVED YOUTH. FINAL
REPORT.

JEFFERSON COUNTY BOARD OF
EDUCATION, BIRMINGHAM, ALA.
BUREAU OF ADULT, VOCATIONAL, AND
TECHNICAL EDUCATION (DHEW/OE),
WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - NOV73 187P.

DESCRIPTORS - *COMPENSATORY
EDUCATION PROGRAMS; *VOCATIONAL
EDUCATION; *COOPERATIVE EDUCATION;
INSTRUCTOR COORDINATORS; *DROPOUT
PREVENTION; STUDENT TESTING; SLOW
LEARNERS; SOCIOECONOMIC
INFLUENCES; *STUDENT
REHABILITATION; DEVELOPMENTAL
PROGRAMS
IDENTIFIERS - ALABAMA

ABSTRACT - THE PROJECT REPORTED
FOR THE PERIOD FROM JULY 1, 1970
THROUGH JUNE 30, 1973 INCLUDED 255
STUDENTS IN FOUR HIGH SCHOOLS IN
JEFFERSON COUNTY, ALABAMA. THE
PURPOSE OF THIS EXEMPLARY PROJECT
WAS TO PROVIDE VOCATIONAL AND
COMPENSATORY EDUCATION TO HIGH
SCHOOL STUDENTS WHO ARE
HANDICAPPED BY THE EFFECTS OF
SOCIAL AND ECONOMIC DEPRIVATION.
THE PROGRAM INVOLVED IDENTIFYING
THESE YOUTHS BEFORE THEIR
PRONENESS TO DROPOUT BECOMES
IRREVERSIBLE AND RETRAINING THEM
IN OCCUPATIONALLY RELATED
INSTRUCTIONAL PROGRAMS UNTIL THEY
DEVELOP SALABLE EMPLOYMENT SKILLS.
THE VOCATIONAL AND COMPENSATORY
EDUCATION CURRICULUM WAS DIVIDED
INTO THREE NON-GRADED STAGES:
DIAGNOSTIC, OCCUPATIONAL
PREPARATORY, AND VOCATIONAL
EDUCATION. SOME POSITIVE OUTCOMES
WERE IMPROVEMENT IN PERSONAL
HYGIENE PRACTICES, GREATLY REDUCED
ABSENTEEISM, AND FEWER DISCIPLINE
PROBLEMS. HOWEVER, THE STUDENTS'
ATTITUDES OR FEARS WERE SO STRONG
THAT MUCH OF THE OBJECTIVE TESTING
WAS NOT CONSIDERED VALID. APPENDED
ARE THE TESTS USED, DATA MATRIX,
CASE STUDIES, AND COMMENTS FROM
THE ADMINISTRATION, FACULTY, AND
STUDENTS CONCERNING THE PROGRAM.
(MF)

VT 101 178
DRAKE, JAMES BOB; CALLAHAN, RALPH
E., JR.
UTILIZATION OF VOLUNTEERS AND
PARAPROFESSIONALS IN LEARNING
CENTER AND HOME CENTERED
PERSONALIZED INSTRUCTION. FINAL
REPORT.

AUBURN UNIV., ALA. DEPT. OF
VOCATIONAL AND ADULT EDUCATION.
OFFICE OF EDUCATION (DHEW),
WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-4-72-7103
PUB DATE - JUL73 175P.

DESCRIPTORS - *ADULT BASIC
EDUCATION; DISADVANTAGED GROUPS;
INDIVIDUALIZED INSTRUCTION; PUBLIC
SCHOOLS; *MOBILE EDUCATIONAL
SERVICES; HOME INSTRUCTION;
PARTICIPANT CHARACTERISTICS;
*VOLUNTEER TRAINING;
*PARAPROFESSIONAL SCHOOL
PERSONNEL; PROGRAM EVALUATION
IDENTIFIERS - HUNTSVILLE; ALABAMA

ABSTRACT - THE HUNTSVILLE,
ALABAMA, SPECIAL PROJECT REPORT
FOR THE PERIOD FROM APRIL 1, 1972
THROUGH JUNE 30, 1973 WAS SET UP
TO CARRY THE RIGHT-TO-READ CONCEPT
TO THE HARDCORE DISADVANTAGED
ADULTS IN THE MODEL NEIGHBORHOOD
AREA. THE PROJECT WAS DIRECTED
PRIMARILY TOWARD THOSE ADULTS WHO
COULD NOT OR WOULD NOT ATTEND THE
ADULT LEARNING CENTER, AND WAS
INTERPHASED WITH THE TOTAL ADULT
EDUCATION PROGRAM OPERATED BY THE

HUNTSVILLE CITY BOARD OF EDUCATION. IN ADDITION TO EXPANSION OF THE LEARNING CENTER, A 22-FOOT VAN WAS EQUIPPED FOR HOME-CENTERED INSTRUCTION AND CLASSES WERE ALSO HELD IN THE MADISON COUNTY JAIL. VOLUNTEERS AND PARAPROFESSIONALS WERE TRAINED TO WORK WITH ADULT LEARNERS, AND OUTSIDE CONSULTANTS WERE USED DURING THE INSERVICE TRAINING WORKSHOPS. A TOTAL OF 3,917 ADULT LEARNERS WERE SERVED DURING THE PAST YEAR. THE NUMBER IN THE ADULT LEARNING CENTER INCREASED FROM 842 THE PREVIOUS YEAR TO 2,269 LAST YEAR, AND 609 HARD-CORE DISADVANTAGED ADULTS WERE SERVED ON THE MOBILE LEARNING VAN. IT IS PLANNED TO CONTINUE ALL SERVICES, WITH EXPERIENCE GAINED DURING THE PAST YEAR ENABLING THE PROFESSIONAL STAFF TO IMPROVE TECHNIQUES FOR TRAINING PARAPROFESSIONALS AND VOLUNTEERS. A RELATED DOCUMENT IS AVAILABLE AS VT 101 179. (MF)

VT 101 179
DRAKE, JAMES BOB; MORGAN, ALICE S

A CAREER DECISION MAKING MODEL UTILIZING ADULT BASIC EDUCATION AND COUNSELING FOR THE UNDER/UNEMPLOYED ADULT AND FAMILY. FINAL REPORT.

AUBURN UNIV., ALA. DEPT. OF VOCATIONAL AND ADULT EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-4-73-7105
PUB DATE - JUL74 106P.

DESCRIPTORS - *ADULT BASIC EDUCATION; MODELS; DISADVANTAGED GROUPS; *INDIVIDUALIZED INSTRUCTION; PUBLIC SCHOOLS; *MOBILE EDUCATIONAL SERVICES; HOME INSTRUCTION; PARTICIPANT CHARACTERISTICS; *OCCUPATIONAL GUIDANCE; *ADULT COUNSELING; PROGRAM EVALUATION
IDENTIFIERS - HUNTSVILLE; ALABAMA

ABSTRACT - THE PURPOSE OF THIS HUNTSVILLE, ALABAMA, SPECIAL PROJECT WAS TO DEVELOP A CAREER DECISION-MAKING MODEL THAT AN ADULT BASIC EDUCATION TEACHER COULD USE TO HELP THE DISADVANTAGED ADULT TO UPGRADE HIMSELF EDUCATIONALLY AND TO DETERMINE HOW TO REACH HIS CAREER GOAL. THE PROJECT, FUNDED FOR THE YEAR JULY 1, 1973 THROUGH JUNE 30, 1974, WAS AN INTEGRAL PART OF THE TOTAL ADULT EDUCATION PROGRAM OPERATED BY THE HUNTSVILLE CITY BOARD OF EDUCATION AND WAS DEVELOPED FOR PRIMARY IMPACT IN THE HUNTSVILLE MODEL NEIGHBORHOOD AREA. THE ADULT LEARNING CENTER PROVIDED PERSONALIZED INSTRUCTION AND THE MOBILE INSTRUCTIONAL VAN ACCOMMODATED THE HOME-BASED LEARNERS. DURING THE YEAR A TOTAL OF 4,690 ADULTS WERE SERVED, AN INCREASE OF 773 OVER THE PREVIOUS YEAR, AND CONTINUATION AND IMPROVEMENT OF THE PROGRAM IS PLANNED. RECOMMENDATIONS STRESSED THE NEED FOR MORE COUNSELING MATERIALS AND OCCUPATIONAL INFORMATION ORIENTED TO ADULTS. A RELATED DOCUMENT IS AVAILABLE AS VT 101 178. (MF)

VT 101 180
DICKSON, ELIZABETH
A SHELTERED WORK EXPERIENCE CENTERED VOCATIONAL CURRICULUM FOR LOW ACHIEVING STUDENTS. FINAL REPORT.

SYLACAUGA CITY BOARD OF EDUCATION, ALA.
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.; ALABAMA STATE DEPT. OF EDUCATION, MONTGOMERY. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - OCT73 251P.

DESCRIPTORS - DEVELOPMENTAL PROGRAMS; *WORK EXPERIENCE PROGRAMS; *DISADVANTAGED YOUTH; PART TIME JOBS; *DROPOUT PREVENTION; LOW ACHIEVERS; *SERVICE OCCUPATIONS; SHELTERED WORKSHOPS; *VOCATIONAL COUNSELING; COMPENSATORY EDUCATION PROGRAMS; STUDENT TESTING; INSTRUCTOR COORDINATORS; PROGRAM EVALUATION
IDENTIFIERS - ALABAMA

ABSTRACT - THE PURPOSE OF THE SYLACAUGA, ALABAMA, EXEMPLARY PROGRAM, REPORTED FOR THE PERIOD FROM JULY 1, 1970 TO JUNE 30, 1973, WAS TO DEMONSTRATE PRACTICES FOUND EFFECTIVE FOR WORKING WITH SOCIOECONOMICALLY DISADVANTAGED AND OTHER DROPOUT-PRONE STUDENTS. PROGRAM OBJECTIVES WERE TO PROVIDE: (1) STUDENT COUNSELING SERVICES TO HELP APPRAISE INTERESTS, APTITUDES, AND SKILLS IN RELATION TO OCCUPATIONAL PREFERENCES, AND (2) A SHELTERED WORK EXPERIENCE VOCATIONAL CURRICULUM WITH VOCATIONAL COUNSELING SERVICES TO ASSIST STUDENTS IN DEVELOPING ENTRY LEVEL SKILLS FOR COMMENSURATE OCCUPATIONS. INSERVICE TRAINING WAS CONDUCTED TO PREPARE THE TEACHER-COORDINATORS AND WORK STATION SUPERVISORS FOR DEALING WITH THE SPECIAL NEEDS STUDENTS. PROGRAMS OF STUDY WERE DEVELOPED IN FIVE AREAS: GROUNDS KEEPING AND LANDSCAPING, JANITORIAL AND CUSTODIAL, DOMESTIC, FOOD SERVICE, AND MAINTENANCE SERVICE FOR BUILDING AND EQUIPMENT. THE PROGRAMS CENTERED AROUND WORK EXPERIENCES AT WORK STATIONS

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PROVIDED BY THE SCHOOL SYSTEM. COMBINED WITH THE VOCATIONAL INSTRUCTION WAS A COMPENSATORY PROGRAM IN BASIC COMMUNICATION SKILLS, READING, AND MATHEMATICS AS NEEDED FOR THE JOBS. MORE THAN HALF OF THE STUDENTS ALSO HELD PART-TIME JOBS, SOME OF THEM IN THEIR AREAS OF STUDY, AND EARNINGS FROM THE JOBS CONTRIBUTED TO STUDENTS' IMPROVED ATTITUDES. (MF)

VT 101 181
EADDY, VANIK S.
AGRICULTURAL TEACHER EDUCATION RECRUITING PRACTICES IN THE SOUTHERN REGION.

AUBURN UNIV., ALA. DEPT. OF VOCATIONAL AND ADULT EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
VAC-1-74
PUB DATE - MAR74 41P.

DESCRIPTORS - *RECRUITMENT; *METHODS RESEARCH; STUDENTS; TEACHER EDUCATION; *AGRICULTURAL EDUCATION; SOUTHERN STATES; SURVEYS; *VOCATIONAL AGRICULTURE TEACHERS; STATE SUPERVISORS; TEACHER SUPPLY AND DEMAND; ORGANIZATIONAL EFFECTIVENESS

ABSTRACT - THE DEMAND FOR GRADUATES IN AGRICULTURAL EDUCATION IS IN EXCESS OF THE SUPPLY AVAILABLE. THIS RESEARCH WAS CONDUCTED TO DETERMINE THE MEANS EMPLOYED TO ATTRACT PROSPECTIVE STUDENTS INTO CAREERS IN AGRICULTURAL TEACHING AND RELATED PROFESSIONS IN THE 13 STATES AND PUERTO RICO COMPRISING THE SOUTHERN AGRICULTURAL REGION. DATA IN THE REPORT ARE BASED ON A 59 PERCENT RETURN OF QUESTIONNAIRES FROM HEAD TEACHER EDUCATORS AND STATE SUPERVISORS OF AGRICULTURAL EDUCATION IN THE SOUTHERN REGION. INFORMATION REQUESTED INCLUDED THE PERSONNEL INVOLVED IN RECRUITING ACTIVITIES, THE RECRUITING ACTIVITIES USED, AND THE INFORMATION GIVEN TO PROSPECTIVE STUDENTS. IT WAS FOUND THAT PERSONAL CONTACT WITH INDIVIDUAL PROSPECTIVE STUDENTS, USING A TEAM APPROACH OF COOPERATING TEACHER EDUCATORS AND SUPERVISORS, WAS THE MOST EFFECTIVE AND EFFICIENT METHOD EMPLOYED. HIGH SCHOOL STUDENTS ARE THE PRIMARY TARGETS OF RECRUITMENT EFFORTS, ALTHOUGH THERE APPEARS TO BE A TREND TOWARD REACHING THE JUNIOR HIGH STUDENTS AND THOSE IN POSTSECONDARY TECHNICAL PROGRAMS. TWELVE RECOMMENDATIONS ARE OFFERED FOR IMPROVEMENT OF RECRUITING PRACTICES IN THE SOUTHERN AGRICULTURAL REGION. (MF)

VT 101 182
DRAKE, JAMES BOB; DAVIS, PAUL D.
EMPLOYMENT TRENDS AND VOCATIONAL PLANNING INFORMATION FOR RADIO AND TELEVISION REPAIR TECHNICIANS IN ALABAMA.

AUBURN UNIV., ALA. DEPT. OF VOCATIONAL AND ADULT EDUCATION. ALABAMA STATE DEPT. OF EDUCATION, MONTGOMERY. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
RES-DEV-REP-17
PUB DATE - 73 71P.

DESCRIPTORS - STATE SURVEYS; *EMPLOYMENT OPPORTUNITIES; *EMPLOYMENT TRENDS; SERVICE OCCUPATIONS; *TELEVISION REPAIRMEN; RADIO; *MANPOWER NEEDS; *EDUCATIONAL NEEDS; VOCATIONAL SCHOOLS; TECHNICAL INSTITUTES
IDENTIFIERS - ALABAMA

ABSTRACT - THE PURPOSE OF THIS STUDY WAS TO PROVIDE INFORMATION ABOUT EMPLOYMENT OPPORTUNITIES AND TRENDS AND OTHER INFORMATION FOR PLANNING VOCATIONAL EDUCATION PROGRAMS FOR RADIO AND TELEVISION REPAIR TECHNICIANS IN ALABAMA. SURVEY INSTRUMENTS WERE MAILED TO 788 RADIO AND TELEVISION FIRMS IDENTIFIED FROM TELEPHONE DIRECTORIES IN CITIES OF 2,500 POPULATION OR LARGER, WITH A RESPONSE OF 289. FINDINGS FROM THE RESPONSES DETAILED IN THE REPORT INDICATE THAT THERE ARE EXISTING VACANCIES FOR RADIO AND TELEVISION REPAIR TECHNICIANS IN ALABAMA, EVEN THOUGH FIVE-YEAR EMPLOYMENT LEVELS HAVE INCREASED ANNUALLY MORE THAN 4% PERCENT AND THE EMPLOYER-ANTICIPATED ANNUAL AVERAGE DEMAND IS SEVERAL TIMES THAT. TECHNICIANS PRESENTLY EMPLOYED WERE REPORTED AS RECEIVING MOST OF THEIR TRAINING ON THE JOB (22.8 PERCENT), FROM POSTSECONDARY VOCATIONAL INSTITUTES (22.1 PERCENT), ARMED SERVICES SCHOOLS (13.2 PERCENT), HIGH SCHOOL VOCATIONAL COURSES (10.7 PERCENT), MANUFACTURERS' TRAINING SCHOOLS (8.5 PERCENT), CORRESPONDENCE COURSES (8.2 PERCENT), AND OTHERS. SUGGESTIONS FOR IMPROVEMENTS IN SCHOOL TRAINING PROGRAMS WERE MADE BY THE RADIO AND TELEVISION FIRMS, MOSTLY ABOUT THE NEED FOR PRACTICE RATHER THAN THEORY. (MF)

VT 101 183
A SURVEY TO FOLLOW-UP ON GRADUATES OF SUNNYSIDE HIGH SCHOOL TO DETERMINE VOCATIONAL PLACEMENT. FINAL REPORT.

SUNNYSIDE SCHOOL DISTRICT, TUCSON, ARIZ.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 10JUN74 17P.

DESCRIPTORS - *VOCATIONAL FOLLOWUP; *VOCATIONAL EDUCATION; *GRADUATE SURVEYS; *HIGH SCHOOL GRADUATES; *RELEVANCE (EDUCATION)
IDENTIFIERS - *SUNNYSIDE HIGH SCHOOL; TUCSON

ABSTRACT - TO DETERMINE THE RELEVANCE OF THE HIGH SCHOOL CURRICULUM TO JOB PLACEMENT OF ITS GRADUATES AND TO COMPARE VOCATIONAL GRADUATES WITH OTHER GRADUATES IN RELATION TO THEIR SUCCESS IN SECURING EMPLOYMENT RELATED TO TRAINING, A FOLLOWUP SYSTEM WAS DEVISED TO ELICIT INFORMATION FROM GRADUATES OF THE 1972 AND 1973 GRADUATING CLASSES OF SUNNYSIDE HIGH SCHOOL IN TUCSON. OF THE 688 INSTRUMENTS MAILED TO GRADUATES, 271 WERE RETURNED TO PROVIDE FINDINGS CONCERNING EMPLOYMENT, SKILLS USED ON THE JOB, HIGH SCHOOL CLASSES AND CLASS SCHEDULES, AND JOB TRAINING AFTER HIGH SCHOOL. RECOMMENDATIONS DEAL WITH PERIODIC EVALUATION OF PROGRAMS, IMPROVEMENT OF THE PLACEMENT PROGRAM, EXPANSION OF CAREER EDUCATION INTO ALL SCHOOLS, AND THE USE OF ADVISORY COMMITTEES. (MU)

VT 101 184
COLLARD, GERALD L.
PINAL CAREER EMPLOYABILITY PROGRAM. FINAL REPORT.

CENTRAL ARIZONA COLL., COOLIDGE.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 30JUN74 47P.

DESCRIPTORS - *EMPLOYMENT QUALIFICATIONS; *JOB SKILLS; *WORK ATTITUDES; *SCHOOL SURVEYS; *COMMUNITY SURVEYS; CURRICULUM PLANNING; CURRICULUM RESEARCH
IDENTIFIERS - *PINAL COUNTY HIGH SCHOOLS; ARIZONA

ABSTRACT - TO PREPARE STUDENTS FOR EMPLOYMENT, AN OPINION SURVEY OF EMPLOYERS AND AN ABILITY SURVEY OF STUDENTS WERE MADE IN AN EFFORT TO DETERMINE WHAT SKILLS AND ATTITUDES SHOULD BE TAUGHT IN THE PINAL COUNTY HIGH SCHOOLS IN ARIZONA. OVER 500 QUESTIONNAIRES TO EMPLOYERS PRODUCED FINDINGS SHOWING THAT MORE EMPLOYERS BELIEVED A NEED FOR GOOD WORK ATTITUDES MORE IMPORTANT THAN TECHNICAL SKILLS, AND THAT THE NEED FOR EMPLOYABLE WORKERS WAS NOT BEING MET BY THE SCHOOLS. THE STUDENT SURVEY SHOWED LESS INTEREST IN ATTITUDES AND A DESIRE TO SEE MORE SKILL COURSES ADDED TO THE CURRICULUM. RECOMMENDATIONS CONCERN CURRICULUM CHANGES AND THE UTILIZATION OF THE FACILITIES OF THE COMMUNITY COLLEGES TO DEVELOP NEEDED COURSES RELATING TO JOB SKILLS AND WORK ATTITUDES. (MU)

VT 101 185
DEGRACIE, JAMES S., AND OTHERS
THE PICTURE OF A DROPOUT.

MESA PUBLIC SCHOOLS, ARIZ. DEPT. OF RESEARCH AND EVALUATION.
ARIZONA STATE DEPT. OF EDUCATION, PHOENIX.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 53P.

DESCRIPTORS - *DROPOUT RESEARCH; *DROPOUT CHARACTERISTICS; *POTENTIAL DROPOUTS; *PROFILE EVALUATION; DROPOUT PREVENTION; *DROPOUT IDENTIFICATION
IDENTIFIERS - *MESA HIGH SCHOOLS

ABSTRACT - TO DETERMINE WHETHER NEEDED COMPONENTS OF THE CAREER EDUCATION PROGRAM WERE DIRECTED TOWARD THE POTENTIAL MESA SCHOOL DROPOUTS, A STUDY WAS MADE OF THEIR CHARACTERISTICS. SAMPLES USED WERE AN EXHAUSTIVE SAMPLE OF THE 431 DROPOUTS OF THE 1972-1973 SCHOOL YEAR AND A RANDOM SAMPLE OF THE 1973-1974 POTENTIAL DROPOUTS (THOSE STUDENTS OVER AGE 16 OR BEYOND GRADE 8). SELECTED DEMOGRAPHIC DATA WERE COLLECTED AND STUDENT ABSENCE RATES MONITORED. THE MESA SCHOOL DROPOUT COMES FROM A DIVERSE BACKGROUND AND PREDICTION IS QUESTIONABLE. RECOMMENDATIONS INCLUDE A CONTINUATION OF THE DATA COLLECTION FOR PERMANENT PROFILES OF THE STUDENT BODY, A CLASSIFICATION OF STUDENTS BY COURSE OF STUDY IN ONE OF THREE CATAGORIES: COLLEGE PREPARATORY, GENERAL EDUCATION, OR VOCATIONAL EDUCATION, A FOLLOWUP OF NO-SHOWS TO DOCUMENT SUMMER DROPOUTS, AND TEACHER/STUDENT CONTRACT PROGRAMS. RECOMMENDATIONS FOR COUNSELOR ACTIVITIES CONCERN RECORD-KEEPING AND MORE TIME SCHEDULED WITH STUDENTS. (MU)

VT 101 186
IMPLEMENTING A YEAR-ROUND OPEN-ENDED EDUCATIONAL PROGRAM. PHASE I. FINAL REPORT.

FOX VALLEY TECHNICAL INST., APPLETON, WIS.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.; WISCONSIN STATE BOARD OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION, MADISON.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 30JUN74 81P.

DESCRIPTORS - *YEAR ROUND SCHOOLS; *AREA VOCATIONAL SCHOOLS; *TECHNICAL EDUCATION; *CHANGE STRATEGIES; *EDUCATIONAL ALTERNATIVES; VOCATIONAL

ARM/VOL 7 NO 6

EDUCATION; EDUCATIONAL CHANGE
IDENTIFIERS - *FOX HILL VOCATIONAL TECHNICAL INSTITUTE; WISCONSIN

ABSTRACT - TO DETERMINE THE FEASIBILITY OF A YEAR-ROUND OPEN-ENDED EDUCATIONAL PROGRAM AT FOX HILL VOCATIONAL TECHNICAL INSTITUTE IN WISCONSIN, QUESTIONNAIRES WERE SENT TO THE SCHOOL ADVISORY COMMITTEE, EMPLOYERS, STUDENTS (ENROLLED AND PROSPECTIVE), AND THE SCHOOL STAFF. ON THE BASIS OF THE RESULTS, PROPOSALS FOR A YEAR-ROUND PROGRAM WERE PREPARED BY VARIOUS DEPARTMENT, REVIEWED BY A BOARD-FACULTY STUDY COMMITTEE, REVISED BY DEPARTMENTAL SUBCOMMITTEES WHERE APPROPRIATE, AND THE RESULTING FIVE PROPOSALS SUBMITTED TO THE BOARD. PROPOSED MODELS ARE DETAILED IN THE DOCUMENT AND A CALENDAR OF EVENTS OF CHANGE PROCESSES, AUDIOVISUAL PRESENTATIONS, A MANAGEMENT SYSTEM, AND COMMITTEE RECOMMENDATIONS AND REVISIONS ARE INCLUDED. APPENDED ARE THE PRELIMINARY PROPOSAL AND DEFINITION OF TERMS, THE SURVEY INSTRUMENTS, GUIDELINES, AND COMMITTEES. (MU)

VT 101 187
KELLY, WILLIAM, AND OTHERS
EAST PROVIDENCE CAREER EDUCATION. PROJECT EVALUATION. 1973-74.

RHODE ISLAND UNIV., KINGSTON. CURRICULUM RESEARCH AND DEVELOPMENT CENTER.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 74 26P.

DESCRIPTORS - *CAREER EDUCATION; *PROGRAM EVALUATION; ELEMENTARY EDUCATION; SECONDARY EDUCATION; OBSERVATION; INTERVIEWS
IDENTIFIERS - *EAST PROVIDENCE CAREER EDUCATION PROJECT

ABSTRACT - OBSERVATIONS AND INTERVIEWS WERE USED TO EVALUATE THE EAST PROVIDENCE CAREER EDUCATION PROJECT FOR 1973-1974. DATA AVAILABLE ON PROCESSES AND PRODUCTS SUGGEST THAT THE PROGRAM IS SUBSTANTIALLY MEETING ITS GOALS IN SPITE OF LOW ATTENDANCE FIGURES AND STUDENT PERFORMANCE ON VARIOUS TESTS. A LOWER SOCIOECONOMIC CLASS OF STUDENTS WITH ITS RESULTING LOWER MOTIVATION AND READING ABILITY, THE FACT OF DOUBLE SESSIONS IN THE SCHOOL, AND THE FUTURE-ORIENTED NATURE OF CAREER EDUCATION GOALS MAY ACCOUNT FOR THE LIMITED SHOWING OF THE PROGRAM. RECOMMENDATIONS ARE FOR A CONTINUATION OF THE PROGRAM. (MU)

VT 101 188
ASHMORE, WILLIAM H.
OPENING DOORS TO AWARENESS. 1973-1974. FINAL EVALUATION REPORT.

RHODE ISLAND COLL., PROVIDENCE. CENTER FOR EVALUATION AND RESEARCH.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 28JUN74 35P.

DESCRIPTORS - *PROGRAM EVALUATION; *CAREER EDUCATION; *ELEMENTARY GRADES; FORMATIVE EVALUATION; SUMMATIVE EVALUATION
IDENTIFIERS - LINCOLN RHODE ISLAND PUBLIC SCHOOLS

ABSTRACT - BOTH SUMMATIVE AND FORMATIVE EVALUATIONS WERE USED TO ASSESS THE LINCOLN PUBLIC SCHOOLS CAREER EDUCATION PROGRAM IN THE ELEMENTARY GRADES FOR 1973-1974. IN ADDITION, A LIKERT-TYPE QUESTIONNAIRE TO TEACHERS AT THE END OF THE YEAR FOR THEIR OPINIONS OF THE PROGRAM AND PUPIL TESTS ON OCCUPATIONAL AWARENESS PROVIDED DATA ON THE PROGRAM'S EFFECTIVENESS IN THE CLASSROOM. SIGNIFICANT GAINS IN UNDERSTANDING WERE EVIDENT AND THE DATA SUGGESTED OVERALL SUCCESS IN IMPLEMENTING THE PROGRAM. RECOMMENDATIONS CENTERED ON THE MECHANICS OF ADMINISTERING THE PROGRAM AND ON TEACHER INSERVICE EDUCATION. (MU)

VT 101 189
COSTA, CRIST H.
EMMA PENDLETON BRADLEY HOSPITAL "BRADLEY PRE-VOCATIONAL PROGRAMS". 1973-74. FINAL EVALUATION REPORT.

RHODE ISLAND COLL., PROVIDENCE. CENTER FOR EVALUATION AND RESEARCH.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 74 18P.

DESCRIPTORS - *PREVOCATIONAL EDUCATION; *HANDICAPPED CHILDREN; *INDUSTRIAL ARTS; *SPECIAL PROGRAMS; HOSPITALIZED CHILDREN
IDENTIFIERS - *BRADLEY PREVOCATIONAL PROGRAM

ABSTRACT - TO IMPROVE THE LEARNING MOTIVATION OF EMOTIONALLY HANDICAPPED CHILDREN IN THE EMMA PENDLETON BRADLEY HOSPITAL, A PROGRAM OF INDUSTRIAL ARTS WAS INSTITUTED ON A 2-HOUR PER DAY BASIS FOR 24 WEEKS. THIS DOCUMENT NARRATES A WEEK-BY-WEEK ACCOUNT OF THE PROGRAM. CURRICULUM AND EVALUATION DESIGNS, A SUMMARY, AND CONCLUSIONS ARE DETAILED. A WEEK-

BY-WEEK CURRICULUM GUIDE FOR A 9-WEEK AND A 6-WEEK COURSE IN GRAPHIC ARTS, WEAVING, PHOTOGRAPHY, AND WOODWORKING ARE APPENDED. (MU)

VT 101 190
ADAPTATION AND IMPLEMENTATION OF A COMPUTERIZED VOCATIONAL INFORMATION SYSTEM (CVIS) IN AREA TEN OF IOWA. EXEMPLARY PROJECT. FINAL REPORT.

JOINT COUNTY SCHOOL SYSTEM OF BENTON, CEDAR, IOWA, LINN, JOHNSON, AND WASHINGTON COUNTIES, CEDAR RAPIDS, IOWA.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 74 27P.

DESCRIPTORS - *INFORMATION SYSTEMS; *DISPLAY SYSTEMS; *OCCUPATIONAL INFORMATION; *MOBILE EDUCATIONAL SERVICES; *INFORMATION DISSEMINATION; CAREER OPPORTUNITIES; ELECTRONIC DATA PROCESSING
IDENTIFIERS - IOWA

ABSTRACT - THIS DOCUMENT CONTAINS THE FINAL REPORT OF THE COMPUTERIZED VOCATIONAL INFORMATION SYSTEM (CVIS) IN AREA 10 OF IOWA COVERING THE PERIOD FROM MARCH 1, 1971 THROUGH FEBRUARY 28, 1974. THE PROJECT THIRD-YEAR EVALUATION REPORT DATED JUNE 14, 1974 IS INCLUDED. GOALS OF THE PROJECT WERE TO ADAPT THE ILLINOIS CVIS TO AN IOWA ENVIRONMENT, TO IMPLEMENT THE SYSTEM IN A TRAVELING TRAILER CONTAINING EIGHT TERMINALS TOURING THE SEVEN COUNTIES OF AREA 10, AND TO USE THIS SYSTEM IN VOCATIONAL GUIDANCE OF SECONDARY STUDENTS AND ADULTS. WITH SOME EXCEPTIONS THESE OBJECTIVES WERE MET. DURING THE TWO YEARS THAT THE MOBILE UNIT WAS OPERATIONAL, THE PROGRAM WAS AVAILABLE TO 13,900 STUDENTS OUT OF A POSSIBLE 21,000. IT WAS CONCLUDED THAT CVIS SERVED A DEFINITE NEED IN SUPPLYING CAREER INFORMATION AND THAT THE USE OF A COMPUTER TERMINAL WAS EFFECTIVE AND SUCCESSFUL. HOWEVER, THE TERMINAL/TRAILER SYSTEM USED IN THE PROJECT WAS JUDGED NOT COST-JUSTIFIABLE. DETAILED PROCEDURES ARE PRESENTED, WITH RECOMMENDATIONS FOR FUTURE PROJECTS. (MF)

VT 101 191
NINE RHODE ISLAND CAREER EDUCATION PROJECTS. EVALUATION.

NEW ENGLAND RESOURCE CENTER FOR OCCUPATIONAL EDUCATION, CAMBRIDGE, MASS.
RHODE ISLAND STATE DEPT. OF EDUCATION, PROVIDENCE. BUREAU OF GRANTS AND REGULATIONS.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 30JUN74 46P.

DESCRIPTORS - *PROGRAM EVALUATION; *CAREER EDUCATION; *SCHOOL VISITATION; EVALUATION CRITERIA; QUESTIONNAIRES; INSPECTION; COMPARATIVE ANALYSIS
IDENTIFIERS - RHODE ISLAND

ABSTRACT - THE FINAL EVALUATION OF NINE CAREER EDUCATION PROJECTS (IN 12 SCHOOLS) IN RHODE ISLAND DURING THE SCHOOL YEAR 1973-74 WAS MADE TO MEASURE THE PROGRESS OF THESE PROJECTS. THE MAIN FOCUS WAS ON OPERATIONAL AND MANAGEMENT PROCESSES AND PRODUCTS. THE EVALUATION DESIGN INCLUDED QUESTIONNAIRES FOR TEACHERS AND DIRECTORS, CONFERENCES WITH ADMINISTRATORS, AND OBSERVATIONS AT EACH SCHOOL. AN EVALUATION MATRIX WAS PREPARED FOR EACH ON THE TWO ON-SITE VISITS AT EACH SCHOOL FOR THE PURPOSE OF COMPARING ONE SCHOOL WITH ANOTHER. IT WAS FOUND THAT 83 PERCENT OF THE TEACHERS THOUGHT THAT CAREER EDUCATION SHOULD BE INTEGRATED WITH ALL SUBJECTS. TEACHERS REPORTED ENTHUSIASTIC REACTIONS OF THEIR STUDENTS TO THE INTRODUCTION OF CAREER CONCEPTS AS PART OF THEIR CLASSWORK AND PRINCIPALS REPORTED IMPROVED BEHAVIOR AND ATTITUDES. WEAKNESSES INCLUDED DIFFICULTY IN GETTING NEEDED MATERIALS, LACK OF COOPERATION BY SOME PERSONS, AND THE NEED FOR MORE PLANNING TIME. RECOMMENDATIONS FOR IMPROVEMENTS IN FUTURE SIMILAR PROJECTS ARE PRESENTED. (MF)

VT 101 192
MURTON, J.B., AND OTHERS
OTIS (OCCUPATIONAL TRAINING INFORMATION SYSTEM). CYCLE SIX REPORT. SUPPLEMENT I. STATEWIDE TOTALS AND DESCENDING RANK ORDER OF PROGRAM CLUSTERS.

OKLAHOMA STATE DEPT. OF VOCATIONAL AND TECHNICAL EDUCATION, STILLWATER. DIV. OF RESEARCH, PLANNING, AND EVALUATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JAN74 112P.

DESCRIPTORS - *LABOR SUPPLY; *MANPOWER NEEDS; *OCCUPATIONAL CLUSTERS; *DEMAND OCCUPATIONS; STATE PROGRAMS; VOCATIONAL EDUCATION; INFORMATION SYSTEMS; TABLES (DATA)
IDENTIFIERS - *OCCUPATIONAL TRAINING INFORMATION SYSTEM; OTIS; OKLAHOMA

ABSTRACT - THE PURPOSE OF THIS REPORT IS TO ENUMERATE DATA ON MANPOWER SUPPLY AND DEMAND AND THE NET MANPOWER REQUIREMENTS ON SELECTED OCCUPATIONS IN OKLAHOMA. THE DATA PRESENTED HERE REPRESENT

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THE BEST INFORMATION AVAILABLE ON THE MANPOWER SUPPLY AND DEMAND CONDITIONS ESTIMATED TO EXIST DURING THE TIME FROM JULY 1, 1973 THROUGH JUNE 30, 1974. EXCEPT FOR A FEW INTRODUCTORY PAGES, THE ENTIRE DOCUMENT IS COMPRISED OF COMPUTER-PRODUCED TABLES OF SUPPLY AND DEMAND BY OCCUPATIONAL CLUSTERS, WITH APPLICABLE VOCATIONAL EDUCATION PROGRAM CLUSTERS INDICATED FOR THE DEMAND OCCUPATIONS. (MF)

VT 101 193
PAOLONE, FRAN J.
CONSORTIUM PROGRAM IN HIGHER EDUCATION. (EXEMPLARY PROJECT). FINAL REPORT. EVALUATION.

MAINE UNIV., AUGUSTA.
MAINE STATE DEPT. OF EDUCATIONAL AND CULTURAL SERVICES, AUGUSTA. BUREAU OF VOCATIONAL EDUCATION.; BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 74 52P.

DESCRIPTORS - *CONSORTIA; *HIGHER EDUCATION; *INTERINSTITUTIONAL COOPERATION; TECHNICAL INSTITUTES; UNIVERSITIES; *EDUCATIONAL COUNSELING; PROGRAM EVALUATION; ARTICULATION (PROGRAM); CAREER EDUCATION; *TRANSFER STUDENTS; STUDENT MOBILITY; REFERRAL; COUNSELOR ROLE
IDENTIFIERS - MAINE

ABSTRACT - THE CENTRAL MAINE CONSORTIUM IN HIGHER EDUCATION IS AN ASSOCIATION OF FOUR INSTITUTIONS: CENTRAL MAINE VOCATIONAL-TECHNICAL INSTITUTE, KENNEBEC VALLEY VOCATIONAL-TECHNICAL INSTITUTE, UNIVERSITY OF MAINE AT FARMINGTON, AND UNIVERSITY OF MAINE AT AUGUSTA. THE CONSORTIUM IS COMPOSED OF AN ADVISORY BOARD REPRESENTING EACH INSTITUTION AND A COUNSELOR/COORDINATOR. ITS OBJECTIVES ARE TO ASSIST STUDENTS IN MAKING TRANSFERS AMONG MEMBER INSTITUTIONS AND TO OTHER INSTITUTIONS TO MEET CAREER OBJECTIVES, TO PROVIDE CAREER INFORMATION AND COUNSELING SERVICES TO STUDENTS AND POTENTIAL STUDENTS, AND TO SERVE AS CONSULTANT AND RESOURCE TO THE STAFF AT MEMBER INSTITUTIONS. EMPHASIS WAS ON TRANSFER COUNSELING AND THE ESTABLISHMENT OF COOPERATIVE PROGRAMS FOR TRANSFER OF CREDITS. HOWEVER, PROGRAM ARTICULATION HAS BEEN SLOW. INDEPENDENT EVALUATION INDICATED THAT THE CONSORTIUM IDEA WITHIN A CAREER EDUCATION FRAMEWORK WAS SUPPORTED BY ADMINISTRATION, FACULTY, AND STUDENTS, ALTHOUGH INFORMATION ABOUT IT SHOULD BE MORE BROADLY DISSEMINATED FOR GREATER PARTICIPATION. (MF)

VT 101 194
CARLL, JAMES F.
WESTBROOK EDUCATES FOR BUSINESS RESEARCH AND DEVELOPMENT PROJECT. FINAL REPORT.

WESTBROOK REGIONAL TECHNICAL VOCATIONAL CENTER, MAINE.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.; MAINE STATE DEPT. OF EDUCATIONAL AND CULTURAL SERVICES, AUGUSTA. BUREAU OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 30JUN74 18P.

DESCRIPTORS - *TYPEWRITING; *AUTOINSTRUCTIONAL AIDS; *INDIVIDUALIZED INSTRUCTION; *PROGRAMED INSTRUCTION; RESEARCH PROJECTS
IDENTIFIERS - MAINE

ABSTRACT - THE GOAL OF THE PROJECT REPORTED FOR THE PERIOD FROM SEPTEMBER 4, 1973 TO JUNE 14, 1974 WAS TO PROVIDE A PROGRAM IN TYPEWRITING IN WHICH EACH STUDENT WOULD BE ABLE TO LEARN AND PROGRESS AT HIS OWN RATE ACCORDING TO HIS BACKGROUND, AGE, INTEREST, AND ABILITY. AN AUTOMATED INSTRUCTIONAL KEYBOARD TRAINING PROGRAM WAS USED IN CONJUNCTION WITH ELECTRIC TYPEWRITERS. MATERIALS USED IN THE TRAINING INCLUDED FILM CARTRIDGES AND TAPED CASSETTES PROVIDING VISUAL AND AUDITORY STIMULI AND PROGRAMMED LESSONS. THE PROGRAM ALLOWED THE STUDENTS TO PROCEED AT THEIR INDIVIDUAL RATES AND RELIEVED THE INSTRUCTORS FOR DIAGNOSIS AND PRESCRIPTION. IT WAS FOUND THAT STUDENTS LEARNED HOW TO TYPE TWICE AS FAST FROM THE AUTOMATED PROGRAM AS FROM THE TRADITIONAL METHOD. IT WAS ALSO CONCLUDED THAT STUDENTS USING ELECTRIC TYPEWRITERS LEARNED THE KEYBOARD MORE EASILY AND HAD HIGHER SPEEDS THAN THOSE USING MANUAL TYPEWRITERS. CONTINUATION OF THE PROGRAM AND CONTINUED REPLACEMENT OF MANUAL BY ELECTRIC TYPEWRITERS WERE RECOMMENDED. (MF)

VT 101 195
ATWOOD, GLENNA W.
INDEPENDENT LIVING. FINAL REPORT.

HAMPDEN ACADEMY, MAINE.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.; MAINE STATE DEPT. OF EDUCATIONAL AND CULTURAL SERVICES, AUGUSTA. BUREAU OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 28JUN74 41P.

DESCRIPTORS - DEVELOPMENTAL PROGRAMS; *CONSUMER EDUCATION; COURSE CONTENT; MONEY MANAGEMENT; BUSINESS EDUCATION; HOME ECONOMICS EDUCATION; SOCIAL STUDIES
IDENTIFIERS - MAINE

ABSTRACT - THE COURSE IN INDEPENDENT LIVING DEVELOPED AT HAMPDEN ACADEMY, MAINE, WAS TAUGHT BY INSTRUCTORS FROM THREE DEPARTMENTS: BUSINESS, HOME ECONOMICS, AND SOCIAL STUDIES. THE PROJECT OBJECTIVES WERE TO SHOW THE STUDENT TECHNIQUES OF RESPONSIBLE LIVING BEYOND HIGH SCHOOL; WAYS OF SHOPPING WISELY THROUGH THE USE OF CREDIT, CONTRACTS, BUDGETS, AND COMPARATIVE BUYING; AND PROPER INFORMATION SOURCES FOR CONTINUING HIS SELF-IMPROVEMENT. THE MAJOR GOAL WAS TO MAKE A PRACTICAL COURSE AVAILABLE TO ALL JUNIORS AND SENIORS, REGARDLESS OF ABILITY OR CAREER CHOICE. THE STUDENTS WERE ENTHUSIASTIC ABOUT THE OPPORTUNITY TO TAKE A COURSE RELEVANT TO THEIR NEEDS AND OF FUTURE VALUE, AND TESTING INDICATED THAT THEY DID LEARN SIGNIFICANTLY. IT WAS CONCLUDED THAT THIS SECOND YEAR OF THE INDEPENDENT LIVING COURSE WAS WELL ACCEPTED AND REWARDING FOR BOTH STAFF AND STUDENTS. MATERIALS USED AND RECOMMENDATIONS FOR CONTINUATION OF THE COURSE ARE INCLUDED. (MF

VT 101 196
KELLY, PAUL R.
OCCUPATIONAL COURSE IN TREE HARVESTING. A VOCATIONAL EDUCATION EDUCATION EXEMPLARY PROJECT. FINAL REPORT.

MAINE SCHOOL ADMINISTRATIVE DISTRICT 27, FORT KENT.
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 10JUL74 24P.

DESCRIPTORS - *LUMBER INDUSTRY; MANPOWER NEEDS; *TREES; HARVESTING; *FORESTRY OCCUPATIONS; *FIELD INSTRUCTION; *HIGH SCHOOL STUDENTS; VOCATIONAL EDUCATION; PROGRAM DESCRIPTIONS; DEVELOPMENTAL PROGRAMS
IDENTIFIERS - MAINE

ABSTRACT - A GREAT NEED FOR WOODS WORKERS IN THE PULPWOOD INDUSTRY EXISTS IN THE STATE OF MAINE. WHILE THE DEMAND FOR PAPER, LUMBER, AND WOODS PRODUCTS HAS INCREASED, THERE HAS BEEN A DECLINE IN THE NUMBER OF PULPWOOD CUTTERS. THIS DOCUMENT DESCRIBES THE NEED FOR SUCH WORKERS AND THE 1972-73 VOCATIONAL EDUCATION PROGRAM IN TREE HARVESTING FOR HIGH SCHOOL STUDENTS DEVELOPED BY MAINE SCHOOL ADMINISTRATIVE DISTRICT 27 IN FORT KENT. THE INTENT OF THE COURSE WAS TO SERVE THE TERMINAL HIGH SCHOOL STUDENT. ALTHOUGH THE RESULTS OF THE PROGRAM THUS FAR ARE ENCOURAGING, IT IS TOO EARLY TO KNOW WHETHER IT MAY BE TERMED A SUCCESS OR FAILURE. SUGGESTIONS FOR IMPROVEMENTS IN THE COURSE ARE PRESENTED. (MF)

VT 101 197
NAVARA, JAMES L.
A PROPOSAL TO DEVELOP AND IMPLEMENT A COMPREHENSIVE CAREER EDUCATION PROGRAM K-14 IN A THREE-COUNTY NON-URBAN AREA IN MISSOURI. INTERIM REPORT.

STATE FAIR COMMUNITY COLL., SEDALIA, MO.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-74-5311
PUB DATE - 30JUN74 98P.

DESCRIPTORS - *DEVELOPMENTAL PROGRAMS; *CAREER EDUCATION; PROGRAM DEVELOPMENT; INSERVICE PROGRAMS; ADVISORY COMMITTEES; PROGRAM EVALUATION
IDENTIFIERS - MISSOURI

ABSTRACT - STATE FAIR COMMUNITY COLLEGE IN COOPERATION WITH 10 AREA SCHOOL DISTRICTS IN MISSOURI WAS SELECTED TO ADMINISTER A CAREER EDUCATION EXEMPLARY PROJECT. THIS INTERIM REPORT IS FOR THE FIRST YEAR REPORTING PERIOD FROM JUNE 1, 1973 TO MAY 31, 1974. THE MAJOR PURPOSE OF THE PROJECT WAS TO DEVELOP AND IMPLEMENT A COMPREHENSIVE PROGRAM OF CAREER EDUCATION FROM KINDERGARTEN THROUGH GRADE 14 IN A THREE-COUNTY NON-URBAN AREA IN MISSOURI. GOALS FOR THE FIRST YEAR OF THE PROJECT WERE ACHIEVED THROUGH A COMBINATION OF INSERVICE MEETINGS WITH DESIGNATED TEACHERS, ADMINISTRATORS, GUIDANCE COUNSELORS, AND CURRICULUM DEVELOPMENT ACTIVITIES CARRIED ON WITH THE USE OF ADVISORY COMMITTEES. DESCRIPTION OF THE PROJECT, ACCOMPLISHMENTS, AND RECOMMENDATIONS ARE DETAILED IN THE REPORT, TOGETHER WITH A THIRD-PARTY EVALUATION REPORT BY MISSOURI UNIVERSITY AT COLUMBIA. (MF)

VT 101 198
GABRIEL, RICHARD L.
COMPREHENSIVE CAREER CURRICULUM. QUARTERLY REPORT.

DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT, IOWA.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

BEST COPY AVAILABLE

MF AVAILABLE IN VT-ERIC SET.
OEG-0-73-5280
PUB DATE - APR74 75P.

DESCRIPTORS - *DEVELOPMENTAL PROGRAMS; *CAREER EDUCATION; CURRICULUM; OCCUPATIONAL INFORMATION; PROGRAM EVALUATION
IDENTIFIERS - DES MOINES; IOWA

ABSTRACT - REPORTING ON THE DES MOINES, IOWA, CAREER EDUCATION PROJECT FOR THE QUARTERLY PERIOD FROM JANUARY 1 TO APRIL 1, 1974 IS PRESENTED BY THE PROJECT COMPONENTS: CAREER EDUCATION IN THE ELEMENTARY, JUNIOR HIGH, AND SENIOR HIGH SCHOOLS; VOCATIONAL EDUCATION IN THE TECHNICAL HIGH SCHOOL; HANDICAPPED CAREER CENTER; CAREER EDUCATION FOR SCHOOL DROPOUTS; CAREER GUIDANCE SERVICES; CAREER PLACEMENT AND FOLLOWUP; VOCATIONAL YOUTH ORGANIZATIONS; STAFF DEVELOPMENT; CAREER INFORMATION; AND POSTSECONDARY CAREER TRAINING. MORE THAN HALF OF THE DOCUMENT IS COMPRISED OF NEWSPAPER CLIPPINGS AND A VARIETY OF MATERIALS PRODUCED FOR OR IN THE CAREER EDUCATION PROJECT. (MF)

VT 101 199
MONTGOMERY COUNTY'S APPROACH TO CAREER EDUCATION - GRADES ONE THROUGH TWELVE. FINAL REPORT.

MONTGOMERY COUNTY PUBLIC SCHOOLS, MONTGOMERY, ALA.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.; ALABAMA STATE DEPT. OF EDUCATION, MONTGOMERY. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 18JUN74 60P.

DESCRIPTORS - *DEVELOPMENTAL PROGRAMS; *CAREER EDUCATION; INTERDISCIPLINARY APPROACH; TEACHER ORIENTATION; LEARNING ACTIVITIES; TEACHING TECHNIQUES; LESSON PLANS
IDENTIFIERS - MONTGOMERY; ALABAMA

ABSTRACT - THE CAREER EDUCATION PROJECT IN MONTGOMERY COUNTY, ALABAMA, IS BEING IMPLEMENTED ON A PILOT BASIS TO SERVE ALL STUDENTS ENROLLED IN REGULAR CLASSES IN THE COUNTY'S ELEMENTARY, JUNIOR HIGH, AND HIGH SCHOOLS. AN INTEGRATED APPROACH FOR EVENTUAL EXPANSION TO OTHER SCHOOLS WAS USED TO RELATE REGULAR CLASSROOM SUBJECT CONTENT AND ACTIVITIES TO CAREER EDUCATION CONCEPTS. PROCEDURES AND ACCOMPLISHMENTS AT EACH LEVEL ARE OUTLINED, ALONG WITH PROBLEMS ENCOUNTERED AND PLANS FOR THE FUTURE. SAMPLES OF INSERVICE ACTIVITIES, TEACHER AND STUDENT QUESTIONNAIRES, REPORT FORMS, LESSON PLANS, AND OTHER MATERIALS ARE APPENDED. (MF)

VT 101 200
PROFESSIONAL GROWTH WEEK-II, 1974 FOR VOCATIONAL, TECHNICAL AND ADULT EDUCATION INSTRUCTORS AND APPENDIXES.

WISCONSIN UNIV. - STOUT, MENOMONIE. CENTER FOR VOCATIONAL, TECHNICAL AND ADULT EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.; WISCONSIN STATE BOARD FOR VOCATIONAL, TECHNICAL, AND ADULT EDUCATION, MADISON.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUN74 150P.

DESCRIPTORS - *TEACHER SEMINARS; *VOCATIONAL EDUCATION TEACHERS; *INSERVICE TEACHER EDUCATION; *TEACHER IMPROVEMENT; TEACHING METHODS; INDIVIDUALIZED INSTRUCTION; *TEACHER ATTITUDES
IDENTIFIERS - WISCONSIN

ABSTRACT - PROFESSIONAL GROWTH WEEK-II, 1974, WAS ONE WEEK OF INTENSIVE LEARNING ACTIVITIES WHICH WERE ESPECIALLY DEVELOPED AND SEQUENCED TO MEET THE NEEDS OF TEACHERS IN WISCONSIN'S VOCATIONAL, TECHNICAL, AND ADULT EDUCATION DISTRICTS. TWO PROGRAMS OF EDUCATIONAL EXPERIENCES WERE PRESENTED, WITH 70 TEACHERS ATTENDING THE FIRST PROGRAM ON INSTRUCTIONAL IMPROVEMENT AND 76 ATTENDING THE SECOND ON INDIVIDUALIZED INSTRUCTION. TO EVALUATE THE WEEK'S ACTIVITIES AND TO ENABLE THE STAFF TO IMPROVE FUTURE INSERVICE SEMINARS, FIVE TEST AND OPINION INSTRUMENTS WERE DEVELOPED AND ADMINISTERED TO PARTICIPANTS. BOTH THE FORMAL EVALUATIONS AND INFORMAL CONVERSATIONS INDICATED THAT THE ATTENDEES GAINED SIGNIFICANT LEARNING EXPERIENCES AND INCREASED UNDERSTANDING OF THE GOALS OF VOCATIONAL EDUCATION IN WISCONSIN. PARTICIPANT INFORMATION, AGENDA, TESTS, QUESTIONNAIRES, AND OTHER MATERIALS ARE CONTAINED IN A SEPARATE VOLUME OF THIS ACCESSION. (MF)

RESEARCH MATERIALS SUBJECT INDEX

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the Thesaurus of ERIC Descriptors, are listed in alphabetical order.

As shown in the example below, the page on which the document abstract appears is displayed above the title.

ABSTRACTS
VT 100 171 7
NEW YORK STATE OCCUPATIONAL
EDUCATION MINI-GRANT PROGRAM--1971.
FINAL REPORT.

ACTION PROGRAMS (COMMUNITY)
VT 100 165 5
VISITING NURSE ASSOCIATION
HOMEMAKER SERVICE PROGRAM.

ADVISORY COMMITTEES
VT 100 155 2
1971 ANNUAL EVALUATION REPORT OF
THE TENNESSEE STATE ADVISORY
COUNCIL ON VOCATIONAL EDUCATION.
VT 100 168 6
CENTRAL STATES REGIONAL
CONFERENCE: ADVISORY COUNCILS
FOR VOCATIONAL EDUCATION.
VT 100 187 11
ARKANSAS STATE ADVISORY COUNCIL
FOR VOCATIONAL-TECHNICAL EDUCATION
THIRD ANNUAL REPORT, 1972.

SUBJECT INDEX

PAGE

ACCREDITATION (INSTITUTIONS)
VT 101 128 1002
THE NORTH CENTRAL ASSOCIATION: ITS CHANGE AGENT ROLE ON ADMINISTRATIVE PRACTICES, POLICIES AND PROCEDURES IN WISCONSIN TECHNICAL INSTITUTES. FINAL REPORT.

ADMINISTRATIVE CHANGE
VT 101 128 1002
THE NORTH CENTRAL ASSOCIATION: ITS CHANGE AGENT ROLE ON ADMINISTRATIVE PRACTICES, POLICIES AND PROCEDURES IN WISCONSIN TECHNICAL INSTITUTES. FINAL REPORT.

ADMINISTRATOR ATTITUDES
VT 101 159 1013
PERCEPTIONS OF ALABAMA SUPERINTENDENTS AND PRINCIPALS OF VOCATIONAL YOUTH ORGANIZATIONS.

ADMINISTRATOR GUIDES
VT 101 116 998
IMPLEMENTING CAREER EDUCATION IN A LOCAL EDUCATION AGENCY: A GUIDE. A SOURCE BOOK.

ADULT BASIC EDUCATION
VT 101 171 1017
ASSESSMENT OF TRAINING NEEDS OF ADULTS IN MOHAVE COUNTY. FINAL REPORT.
VT 101 178 1019
UTILIZATION OF VOLUNTEERS AND PARAPROFESSIONALS IN LEARNING CENTER AND HOME CENTERED PERSONALIZED INSTRUCTION. FINAL REPORT.
VT 101 179 1020
A CAREER DECISION MAKING MODEL UTILIZING ADULT BASIC EDUCATION AND COUNSELING FOR THE UNDER/UNEMPLOYED ADULT AND FAMILY. FINAL REPORT.

ADULT COUNSELING
VT 101 179 1020
A CAREER DECISION MAKING MODEL UTILIZING ADULT BASIC EDUCATION AND COUNSELING FOR THE UNDER/UNEMPLOYED ADULT AND FAMILY. FINAL REPORT.

ADULT EDUCATION
VT 101 069 982
COMMUNITY RESOURCE MANAGEMENT TRAINING FOR KENTUCKY PROBATION AND PAROLE OFFICERS. REPORT OF A PILOT-DEMONSTRATION PROJECT.
VT 101 071 982
PERCEIVED PRIORITIES AND ACHIEVEMENTS OF OCCUPATIONAL ADVISORY COMMITTEE FUNCTIONS IN THE WISCONSIN VOCATIONAL, TECHNICAL AND ADULT EDUCATION SYSTEM.
VT 101 085 987
CAREER EDUCATION FOR PERSONS IN RURAL AREAS--PRIMARY FOCUS ON ADULTS 16 AND OVER. INTERIM REPORT.

ADULT VOCATIONAL EDUCATION
VT 101 137 1005
AN EVALUATION OF THREE PILOT COURSES: THE DEVELOPMENT AND EARLY EDUCATION OF THE MENTALLY HANDICAPPED CHILD. FINAL REPORT.

ADVISORY COMMITTEES
VT 101 071 982
PERCEIVED PRIORITIES AND ACHIEVEMENTS OF OCCUPATIONAL ADVISORY COMMITTEE FUNCTIONS IN THE WISCONSIN VOCATIONAL, TECHNICAL AND ADULT EDUCATION SYSTEM.
VT 101 162 1014
VOCATIONAL EDUCATION EFFORT IN IOWA. 1972 REPORT.
VT 101 163 1014
CAREER EDUCATION EFFORT IN IOWA. 1973 REPORT.

AGRICULTURAL EDUCATION
VT 101 068 981
FUNCTION-TASK-COMPETENCY APPROACH TO CURRICULUM DEVELOPMENT IN VOCATIONAL EDUCATION IN AGRICULTURE. PROFESSIONAL COMPETENCIES POSSESSED AND NEEDED BY VOCATIONAL INSTRUCTORS IN AGRICULTURE AND WHEN THEY SHOULD BE DEVELOPED.
VT 101 181 1021
AGRICULTURAL TEACHER EDUCATION RECRUITING PRACTICES IN THE SOUTHERN REGION.

ANNUAL REPORTS
VT 101 134 1004
SUPERVISED INDEPENDENT STUDY PROGRAM. ANNUAL REPORT. JULY THROUGH JUNE. 1973.
VT 101 162 1014
VOCATIONAL EDUCATION EFFORT IN IOWA. 1972 REPORT.
VT 101 163 1014
CAREER EDUCATION EFFORT IN IOWA. 1973 REPORT.

SUBJECT INDEX

PAGE

AREA VOCATIONAL SCHOOLS
VT 101 101 993
A TASK ANALYSIS OF VOCATIONAL-TECHNICAL-ADULT SCHOOL COORDINATORS IN THE STATE OF WISCONSIN. FINAL REPORT.
VT 101 151 1010
STUDENT TERMINATIONS FROM FULL-TIME DAY PROGRAMS OF THE MINNESOTA AREA VOCATIONAL-TECHNICAL INSTITUTES BETWEEN JULY 1, 1972, AND JUNE 30, 1973. SUMMARY OF ALL TERMINATIONS: ACROSS THE STATE.
VT 101 152 1011
ONE-YEAR FOLLOW-UP INFORMATION ON GRADUATES WHO GRADUATED FROM FULL-TIME DAY PROGRAMS OF THE MINNESOTA AREA VOCATIONAL-TECHNICAL INSTITUTES BETWEEN JULY 1, 1971, AND JUNE 30, 1972. SUMMARY OF ALL GRADUATES: ACROSS THE STATE.
VT 101 153 1011
BIOGRAPHICAL INFORMATION ON PEOPLE WHO ENROLLED IN THE FULL-TIME DAY PROGRAMS OF THE MINNESOTA AREA VOCATIONAL-TECHNICAL INSTITUTES BETWEEN JULY 1, 1972, AND JUNE 30, 1973. SUMMARY OF ALL ENROLLEES: ACROSS THE STATE.
VT 101 168 1016
THE DEVELOPMENT OF INVENTORY-OPINIONNAIRE INSTRUMENTS. FINAL REPORT.
VT 101 186 1022
IMPLEMENTING A YEAR-ROUND OPEN-ENDED EDUCATIONAL PROGRAM. PHASE 1. FINAL REPORT.

ATTITUDE TESTS
VT 101 093 990
PALS (PONTIAC ADULT-STUDENT LEARNING SYSTEM). INTERNAL EVALUATION REPORT.

AUTO MECHANICS
VT 101 136 1005
PORTER COUNTY MANAGEMENT TRAINING CENTER.

AUTOINSTRUCTIONAL AIDS
VT 101 194 1025
WESTBROOK EDUCATES FOR BUSINESS RESEARCH AND DEVELOPMENT PROJECT. FINAL REPORT.

BERNALILLO PUBLIC SCHOOLS
VT 101 088 988
TRI-CULTURAL VOCATIONAL EXPLORATORY CAREER AND WORK EXPERIENCE EDUCATION PROGRAM. FINAL REPORT.

BIOGRAPHICAL INVENTORIES
VT 101 153 1011
BIOGRAPHICAL INFORMATION ON PEOPLE WHO ENROLLED IN THE FULL-TIME DAY PROGRAMS OF THE MINNESOTA AREA VOCATIONAL-TECHNICAL INSTITUTES BETWEEN JULY 1, 1972, AND JUNE 30, 1973. SUMMARY OF ALL ENROLLEES: ACROSS THE STATE.

BRADLEY PREVOCATIONAL PROGRAM
VT 101 189 1023
EMMA PENDLETON BRADLEY HOSPITAL "BRADLEY PRE-VOCATIONAL PROGRAMS". 1973-74. FINAL EVALUATION REPORT.

BUSINESS EDUCATION
VT 101 129 1002
OPEN SPACE CONCEPT IN BUSINESS EDUCATION.

BUSINESS EDUCATION FACILITIES
VT 101 129 1002
OPEN SPACE CONCEPT IN BUSINESS EDUCATION.
VT 101 148 1009
A CENTRAL MACHINES LABORATORY SERVING TWO-BLOCK-TIME PROGRAMS AND INCORPORATING FLEXIBLE SCHEDULING WITH INDEPENDENT STUDY. FINAL REPORT.

BUSINESS EDUCATION TEACHERS
VT 101 139 1006
MINIMUM LEVELS OF TECHNICAL COMPETENCY STANDARDS OF BUSINESS AND OFFICE EDUCATION PROGRAMS IN NEBRASKA. FINAL REPORT.

BUSINESS SKILLS
VT 101 109 995
AN ANALYSIS OF SELECTED CHARACTERISTICS OF STUDENTS IN CLERICAL SKILLS LABORATORIES COMPARED TO STUDENTS IN TRADITIONAL CLERICAL SKILLS TRAINING CLASSES. FINAL REPORT.

CALCASIEU PARISH SCHOOL SYSTEM
VT 101 113 997
RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION. FINAL REPORT.

CAREER EDUCATION

VT 101 063 980
RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION. FINAL REPORT.

VT 101 064 980
A COMPREHENSIVE VOCATIONAL EDUCATION PROGRAM FOR CAREER DEVELOPMENT IN GRADES K-14. FINAL REPORT. APPENDIX.

VT 101 065 980
AN EXEMPLARY PROGRAM FOR OCCUPATIONAL PREPARATION. FINAL REPORT.

VT 101 066 981
RESEARCH AND DEVELOPMENT PROJECTS IN CAREER EDUCATION. FINAL REPORT.

VT 101 067 981
AN EXEMPLARY COMPREHENSIVE OCCUPATIONAL ORIENTATION VOCATIONAL EDUCATION PROGRAM FOR TULSA PUBLIC SCHOOLS. FINAL REPORT. FINAL EVALUATION REPORT.

VT 101 072 982
THE DEVELOPMENT AND DEMONSTRATION OF A FUNCTIONAL MODEL SYSTEM OF OCCUPATIONAL EDUCATION IN WYOMING PUBLIC EDUCATION, K-14. FINAL REPORT.

VT 101 074 983
COORDINATED EFFORT FOR CAREER EDUCATION. INTERIM REPORT.

VT 101 075 984
COORDINATED EFFORT FOR CAREER EDUCATION IN GRAYSON COUNTY. EVALUATION REPORT.

VT 101 076 984
AN EXEMPLARY CAREER EDUCATION PROJECT FOR SOUTHEAST ARKANSAS. INTERIM REPORT.

VT 101 077 984
A CAREER EDUCATION COUNSELING PROJECT. INTERIM REPORT.

VT 101 078 985
CAREER DEVELOPMENT AND MEANINGFUL EXPLORATORY EXPERIENCES TO MIDDLE SCHOOL STUDENTS IN SOUTHERN INDIANA UTILIZING MOBILE DESIGN EDUCATIONAL UNITS. INTERIM REPORT.

VT 101 079 985
PROJECT RACE: RESEARCHED ACTIVITIES FOR CAREER EDUCATION. INTERIM REPORT.

VT 101 083 986
RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION. COMPLETE OCCUPATIONAL EDUCATIONAL DEVELOPMENT (COED). INTERIM REPORT. INTERIM EVALUATION REPORT.

VT 101 085 987
CAREER EDUCATION FOR PERSONS IN RURAL AREAS--PRIMARY FOCUS ON ADULTS 16 AND OVER. INTERIM REPORT.

VT 101 087 988
PONTIAC ADULT-STUDENT LEARNING SYSTEM. INTERIM REPORT.

VT 101 088 988
TRI-CULTURAL VOCATIONAL EXPLORATORY CAREER AND WORK EXPERIENCE EDUCATION PROGRAM. FINAL REPORT.

VT 101 089 989
IMPLEMENTATION OF A PROGRAM AND DELIVERY SYSTEM FOR COMPREHENSIVE CAREER EDUCATION IN A RURAL AREA. INTERIM REPORT.

VT 101 090 989
A COMPREHENSIVE CAREER EDUCATION DEVELOPMENT PROJECT FOR THE SCHOOL DISTRICTS OF MUSKEGON AND MUSKEGON HEIGHTS. INTERIM REPORT.

VT 101 091 989
TUCSON MODEL CITIES EXEMPLARY VOCATIONAL EDUCATION PROGRAM. FINAL REPORT.

VT 101 092 990
EXEMPLARY VOCATIONAL EDUCATION PROGRAM BASED ON ENVIRONMENTAL STUDIES K-14. FINAL REPORT.

VT 101 094 990
COMPREHENSIVE CAREER EDUCATION PROCESS IN SPRINGFIELD PUBLIC SCHOOLS. INTERIM REPORT.

VT 101 095 991
ORIENTATION WORK-STUDY-PLACEMENT PROGRAM. FINAL REPORT.

VT 101 096 991
PROJECT VIGOR: VOCATIONAL CLUSTER EDUCATION, INTEGRATED AND ARTICULATED GRADES 1 THROUGH 14 WITH GUIDANCE SERVICES, OCCUPATIONAL EXPLORATION AND WORK EXPERIENCE RELEVANT TO GENERAL EDUCATION. FINAL REPORT.

VT 101 098 992
AN EXEMPLARY PROGRAM FOR CAREER EDUCATION. INTERIM REPORT.

VT 101 100 992
TEACHER TRAINING IN CAREER EDUCATION. FINAL REPORT.

VT 101 106 994
CONCORD CAREER EDUCATION PROJECT. FINAL EVALUATION REPORT.

VT 101 113 997
RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION. FINAL REPORT.

SUBJECT INDEX

PAGE

VT 101 116 998
IMPLEMENTING CAREER EDUCATION IN A LOCAL EDUCATION AGENCY: A GUIDE. A SOURCE BOOK.

VT 101 124 1001
CAREER RESOURCE CENTER AND SATELLITE CENTER SERVICES EVALUATION. FINAL REPORT.

VT 101 131 1003
EVALUATION OF SELECTED CAREER RESOURCE CENTERS IN PENNSYLVANIA. FINAL REPORT.

VT 101 132 1003
THE RELATIONSHIP BETWEEN A DEVELOPING CAREER EDUCATION PROGRAM AND THE CAREER MATURITY OF SECONDARY SCHOOL STUDENTS.

VT 101 133 1004
IOWASCRIPT PROJECT. FINAL REPORT.

VT 101 141 1007
DEVELOPMENT OF A PLAN FOR THE DESIGN, FIELD TESTING, AND IMPLEMENTATION OF A CURRICULUM FOR THE COURSE "INTRODUCTION TO VOCATIONS" FOR THE STATE OF VIRGINIA. FINAL REPORT.

VT 101 144 1008
THE IMPLEMENTATION OF A COMPREHENSIVE, K-ADULT CAREER EDUCATION PROGRAM IN A RURAL SETTING. FINAL REPORT.

VT 101 146 1008
CAREER AWARENESS CURRICULUM PROJECT: K-6. (EXEMPLARY PROJECT). FINAL REPORT.

VT 101 149 1009
TOTAL CAREER EDUCATION PROJECT. MONTICELLO. FINAL REPORT.

VT 101 154 1011
TESTING THE OHIO CAREER DEVELOPMENT PROGRAM.

VT 101 157 1012
CONTEMPORARY CURRICULUM FOR CAREER DEVELOPMENT. FINAL REPORT. OCTOBER 1, 1970-JUNE 30, 1973. EVALUATION REPORT.

VT 101 162 1014
VOCATIONAL EDUCATION EFFORT IN IOWA. 1972 REPORT.

VT 101 163 1014
CAREER EDUCATION EFFORT IN IOWA. 1973 REPORT.

VT 101 170 1016
PROJECT CEDIS (CAREER EDUCATION DISSEMINATION SERVICES). PROPOSAL APPLICATION FOR FISCAL YEAR 1975.

VT 101 176 1018
INTER-DISCIPLINARY APPROACH TO CAREER DEVELOPMENT THROUGH A HIGH SCHOOL PROGRAM OF OCCUPATIONAL EDUCATION. FINAL REPORT.

VT 101 187 1023
EAST PROVIDENCE CAREER EDUCATION. PROJECT EVALUATION. 1973-74.

VT 101 188 1023
OPENING DOORS TO AWARENESS. 1973-1974. FINAL EVALUATION REPORT.

VT 101 191 1024
NINE RHODE ISLAND CAREER EDUCATION PROJECTS. EVALUATION.

VT 101 197 1026
A PROPOSAL TO DEVELOP AND IMPLEMENT A COMPREHENSIVE CAREER EDUCATION PROGRAM K-14 IN A THREE-COUNTY NON-URBAN AREA IN MISSOURI. INTERIM REPORT.

VT 101 198 1026
COMPREHENSIVE CAREER CURRICULUM. QUARTERLY REPORT.

VT 101 199 1027
MONTGOMERY COUNTY'S APPROACH TO CAREER EDUCATION - GRADES ONE THROUGH TWELVE. FINAL REPORT.

CAREER PLANNING

VT 101 092 990
EXEMPLARY VOCATIONAL EDUCATION PROGRAM BASED ON ENVIRONMENTAL STUDIES K-14. FINAL REPORT.

VT 101 094 990
COMPREHENSIVE CAREER EDUCATION PROCESS IN SPRINGFIELD PUBLIC SCHOOLS. INTERIM REPORT.

VT 101 095 991
ORIENTATION WORK-STUDY-PLACEMENT PROGRAM. FINAL REPORT.

CERTIFICATION

VT 101 130 1003
THE RELATIONSHIP BETWEEN PRACTICUM EXPERIENCE AND GRADUATES PASSING THE REGISTERED NURSE LICENSING EXAMINATION.

CHANGE AGENTS

VT 101 128 1002
THE NORTH CENTRAL ASSOCIATION: ITS CHANGE AGENT ROLE ON ADMINISTRATIVE PRACTICES, POLICIES AND PROCEDURES IN WISCONSIN TECHNICAL INSTITUTES. FINAL REPORT.

CHANGE STRATEGIES

VT 101 186 1022
IMPLEMENTING A YEAR-ROUND OPEN-ENDED EDUCATIONAL PROGRAM. PHASE I. FINAL REPORT.

SUBJECT INDEX

PAGE

CHILD CARE
VT 101 108 995
A TWO YEAR ASSESSMENT OF THE IN-HOME VOCATIONAL PROGRAM IN CHILD CARE SERVICES FOR DISADVANTAGED MOTHERS. FINAL REPORT.

CHILDHOOD ATTITUDES
VT 101 156 1012
INFLUENCES ON THE CAREER DEVELOPMENT OF ELEMENTARY SCHOOL CHILDREN.

CHILDRENS BOOKS
VT 101 156 1012
INFLUENCES ON THE CAREER DEVELOPMENT OF ELEMENTARY SCHOOL CHILDREN.

CLINICAL EXPERIENCE
VT 101 130 1003
THE RELATIONSHIP BETWEEN PRACTICUM EXPERIENCE AND GRADUATES PASSING THE REGISTERED NURSE LICENSING EXAMINATION.

COMMUNITY COLLEGES
VT 101 103 993
INSTRUCTOR PERFORMANCE APPRAISAL IN COMMUNITY COLLEGES.
VT 101 112 996
A STUDY OF COMMUNITY COLLEGE STUDENTS WHO ARE GRADUATES OF VOCATIONAL TECHNICAL AND COLLEGE PREPARATORY HIGH SCHOOL CURRICULUMS. FINAL REPORT.
VT 101 155 1011
MANPOWER SURVEY PROJECT: A SURVEY OF INDUSTRY OPINION.

COMMUNITY STUDY
VT 101 142 1007
COMMUNITY NEEDS ASSESSMENT FOR VOCATIONAL EDUCATION PLANNING.

COMMUNITY SURVEYS
VT 101 155 1011
MANPOWER SURVEY PROJECT: A SURVEY OF INDUSTRY OPINION.
VT 101 184 1022
PINAL CAREER EMPLOYABILITY PROGRAM. FINAL REPORT.

COMPARATIVE ANALYSIS
VT 101 172 1017
FOLLOW-UP OF THE PLANS OF INDIANA HIGH SCHOOL SENIORS IN THE CLASS OF 1972. A VALIDATION STUDY OF "82,000 HIGH SCHOOL SENIORS - THEIR EDUCATIONAL AND VOCATIONAL PLANS".

COMPARATIVE TESTING
VT 101 109 995
AN ANALYSIS OF SELECTED CHARACTERISTICS OF STUDENTS IN CLERICAL SKILLS LABORATORIES COMPARED TO STUDENTS IN TRADITIONAL CLERICAL SKILLS TRAINING CLASSES. FINAL REPORT.

COMPENSATORY EDUCATION PROGRAMS
VT 101 177 1019
VOCATIONAL AND COMPENSATORY EDUCATION CURRICULUM FOR THE REHABILITATION OF SOCIALLY AND ECONOMICALLY DEPRIVED YOUTH. FINAL REPORT.

COMPUTER STORAGE DEVICES
VT 101 097 991
INFORMATION RETRIEVAL DEMONSTRATION AND RESEARCH PROJECT. FINAL REPORT.

CONSORTIA
VT 101 193 1025
CONSORTIUM PROGRAM IN HIGHER EDUCATION. (EXEMPLARY PROJECT). FINAL REPORT. EVALUATION.

CONSUMER EDUCATION
VT 101 195 1025
INDEPENDENT LIVING. FINAL REPORT.

CONVENTIONAL INSTRUCTION
VT 101 135 1004
A COMPARATIVE ANALYSIS OF STUDENT ATTITUDES TOWARD INDIVIDUALIZED AND TRADITIONAL INSTRUCTION. FINAL REPORT.

COOPERATIVE EDUCATION
VT 101 177 1019
VOCATIONAL AND COMPENSATORY EDUCATION CURRICULUM FOR THE REHABILITATION OF SOCIALLY AND ECONOMICALLY DEPRIVED YOUTH. FINAL REPORT.

COOPERATIVE PROGRAMS
VT 101 136 1005
PORTER COUNTY MANAGEMENT TRAINING CENTER.
VT 101 161 1013
A SURVEY OF SELECTED ASPECTS OF DISTRIBUTIVE EDUCATION PROGRAMS IN THE UNITED STATES.

COORDINATORS
VT 101 101 993
A TASK ANALYSIS OF VOCATIONAL-TECHNICAL-ADULT SCHOOL COORDINATORS IN THE STATE OF WISCONSIN. FINAL REPORT.

SUBJECT INDEX

PAGE

CORPUS CHRISTI INDEPENDENT SCHOOL DISTRICT
VT 101 077 984
A CAREER EDUCATION COUNSELING PROJECT. INTERIM REPORT.

CORRELATION
VT 101 138 1003
A STUDY TO DETERMINE THE CORRELATION AMONG STUDENT INTERESTS, VOCATIONAL COURSES PURSUED AND JOB ENTRY OCCUPATIONAL CHOICES.

COUNTY PROGRAMS
VT 101 074 983
COORDINATED EFFORT FOR CAREER EDUCATION. INTERIM REPORT.

COUNTY SCHOOL SYSTEMS
VT 101 098 992
AN EXEMPLARY PROGRAM FOR CAREER EDUCATION. INTERIM REPORT.

COURSE EVALUATION
VT 101 137 1005
AN EVALUATION OF THREE PILOT COURSES: THE DEVELOPMENT AND EARLY EDUCATION OF THE MENTALLY HANDICAPPED CHILD. FINAL REPORT.

CURRICULUM DEVELOPMENT
VT 101 083 986
RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION. COMPLETE OCCUPATIONAL EDUCATIONAL DEVELOPMENT (COED). INTERIM REPORT. INTERIM EVALUATION REPORT.
VT 101 090 989
A COMPREHENSIVE CAREER EDUCATION DEVELOPMENT PROJECT FOR THE SCHOOL DISTRICTS OF MUSKEGON AND MUSKEGON HEIGHTS. INTERIM REPORT.

CURRICULUM GUIDES
VT 101 139 1006
MINIMUM LEVELS OF TECHNICAL COMPETENCY STANDARDS OF BUSINESS AND OFFICE EDUCATION PROGRAMS IN NEBRASKA. FINAL REPORT.

DATA COLLECTION
VT 101 168 1016
THE DEVELOPMENT OF INVENTORY-OPINIONNAIRE INSTRUMENTS. FINAL REPORT.

PAGE

DAVID DOUGLAS PUBLIC SCHOOLS
VT 101 096 991
PROJECT VIGOR: VOCATIONAL CLUSTER EDUCATION, INTEGRATED AND ARTICULATED GRADES 1 THROUGH 14 WITH GUIDANCE SERVICES, OCCUPATIONAL EXPLORATION AND WORK EXPERIENCE RELEVANT TO GENERAL EDUCATION. FINAL REPORT.

DAY CARE SERVICES
VT 101 137 1005
AN EVALUATION OF THREE PILOT COURSES: THE DEVELOPMENT AND EARLY EDUCATION OF THE MENTALLY HANDICAPPED CHILD. FINAL REPORT.

DEMAND OCCUPATIONS
VT 101 192 1024
OTIS (OCCUPATIONAL TRAINING INFORMATION SYSTEM). CYCLE SIX REPORT. SUPPLEMENT I. STATEWIDE TOTALS AND DESCENDING RANK ORDER OF PROGRAM CLUSTERS.

DEVELOPMENTAL PROGRAMS
VT 101 065 980
AN EXEMPLARY PROGRAM FOR OCCUPATIONAL PREPARATION. FINAL REPORT.
VT 101 067 981
AN EXEMPLARY COMPREHENSIVE OCCUPATIONAL ORIENTATION VOCATIONAL EDUCATION PROGRAM FOR TULSA PUBLIC SCHOOLS. FINAL REPORT. FINAL EVALUATION REPORT.
VT 101 072 982
THE DEVELOPMENT AND DEMONSTRATION OF A FUNCTIONAL MODEL SYSTEM OF OCCUPATIONAL EDUCATION IN WYOMING PUBLIC EDUCATION, K-14. FINAL REPORT.
VT 101 085 987
CAREER EDUCATION FOR PERSONS IN RURAL AREAS--PRIMARY FOCUS ON ADULTS 16 AND OVER. INTERIM REPORT.
VT 101 087 988
PONTIAC ADULT-STUDENT LEARNING SYSTEM. INTERIM REPORT.
VT 101 088 988
TRI-CULTURAL VOCATIONAL EXPLORATORY CAREER AND WORK EXPERIENCE EDUCATION PROGRAM. FINAL REPORT.
VT 101 090 989
A COMPREHENSIVE CAREER EDUCATION DEVELOPMENT PROJECT FOR THE SCHOOL DISTRICTS OF MUSKEGON AND MUSKEGON HEIGHTS. INTERIM REPORT.

SUBJECT INDEX

PAGE

VT 101 091 989
TUCSON MODEL CITIES EXEMPLARY VOCATIONAL EDUCATION PROGRAM. FINAL REPORT.

VT 101 092 990
EXEMPLARY VOCATIONAL EDUCATION PROGRAM BASED ON ENVIRONMENTAL STUDIES K-14. FINAL REPORT.

VT 101 094 990
COMPREHENSIVE CAREER EDUCATION PROCESS IN SPRINGFIELD PUBLIC SCHOOLS. INTERIM REPORT.

VT 101 098 992
AN EXEMPLARY PROGRAM FOR CAREER EDUCATION. INTERIM REPORT.

VT 101 144 1008
THE IMPLEMENTATION OF A COMPREHENSIVE, K-ADULT CAREER EDUCATION PROGRAM IN A RURAL SETTING. FINAL REPORT.

VT 101 146 1008
CAREER AWARENESS CURRICULUM PROJECT: K-6. (EXEMPLARY PROJECT). FINAL REPORT.

VT 101 157 1012
CONTEMPORARY CURRICULUM FOR CAREER DEVELOPMENT. FINAL REPORT. OCTOBER 1, 1970-JUNE 30, 1973. EVALUATION REPORT.

VT 101 197 1026
A PROPOSAL TO DEVELOP AND IMPLEMENT A COMPREHENSIVE CAREER EDUCATION PROGRAM K-14 IN A THREE-COUNTY NON-URBAN AREA IN MISSOURI. INTERIM REPORT.

VT 101 198 1026
COMPREHENSIVE CAREER CURRICULUM. QUARTERLY REPORT.

VT 101 199 1027
MONTGOMERY COUNTY'S APPROACH TO CAREER EDUCATION - GRADES ONE THROUGH TWELVE. FINAL REPORT.

DIAL ACCESS INFORMATION SYSTEMS
VT 101 097 991
INFORMATION RETRIEVAL DEMONSTRATION AND RESEARCH PROJECT. FINAL REPORT.

DISADVANTAGED GROUPS
VT 101 171 1017
ASSESSMENT OF TRAINING NEEDS OF ADULTS IN MOHAVE COUNTY. FINAL REPORT.

DISADVANTAGED YOUTH
VT 101 076 984
AN EXEMPLARY CAREER EDUCATION PROJECT FOR SOUTHEAST ARKANSAS. INTERIM REPORT.

PAGE

VT 101 180 1020
A SHELTERED WORK EXPERIENCE CENTERED VOCATIONAL CURRICULUM FOR LOW ACHIEVING STUDENTS. FINAL REPORT.

DISPLAY SYSTEMS
VT 101 190 1024
ADAPTATION AND IMPLEMENTATION OF A COMPUTERIZED VOCATIONAL INFORMATION SYSTEM (CVIS) IN AREA TEN OF IOWA. EXEMPLARY PROJECT. FINAL REPORT.

DISTRIBUTIVE EDUCATION
VT 101 105 994
A FOLLOW-UP OF FISCAL YEAR 1970 OFFICE AND DISTRIBUTIVE EDUCATION GRADUATES FROM VOCATIONAL EDUCATION POST-SECONDARY PROGRAMS. FINAL REPORT.

VT 101 111 996
HARRISBURG CHAPTER PROJECT 70,001 OF THE DISTRIBUTIVE EDUCATION CLUBS OF AMERICA. FINAL REPORT.

VT 101 125 1001
DEVELOPMENTAL PROGRAMS IN DISTRIBUTIVE EDUCATION. FINAL REPORT.

VT 101 126 1001
DEVELOPMENT OF A MODEL FOR A SMALL STORE OPERATION FOR FASHION MERCHANDISING STUDENTS TO BE UTILIZED BY INSTRUCTORS IN FASHION MERCHANDISING PROGRAMS. FINAL REPORT.

VT 101 161 1013
A SURVEY OF SELECTED ASPECTS OF DISTRIBUTIVE EDUCATION PROGRAMS IN THE UNITED STATES.

DOCTORAL PROGRAMS
VT 101 073 983
AN IN-DEPTH STUDY OF THE INTERNSHIP CONCEPT AS PART OF THE DOCTORAL PROGRAM IN VOCATIONAL-TECHNICAL EDUCATION. FINAL REPORT. PARTS I-V AND ABSTRACT.

DROPOUT CHARACTERISTICS
VT 101 185 1022
THE PICTURE OF A DROPOUT.

DROPOUT IDENTIFICATION
VT 101 185 1022
THE PICTURE OF A DROPOUT.

DROPOUT PREVENTION
VT 101 177 1019
VOCATIONAL AND COMPENSATORY EDUCATION CURRICULUM FOR THE REHABILITATION OF SOCIALLY AND ECONOMICALLY DEPRIVED YOUTH. FINAL REPORT.

SUBJECT INDEX

PAGE

VT 101 180 1020
A SHELTERED WORK EXPERIENCE CENTERED VOCATIONAL CURRICULUM FOR LOW ACHIEVING STUDENTS. FINAL REPORT.

DROPOUT RESEARCH
VT 101 185 1022
THE PICTURE OF A DROPOUT.

DROPOUTS
VT 101 151 1010
STUDENT TERMINATIONS FROM FULL-TIME DAY PROGRAMS OF THE MINNESOTA AREA VOCATIONAL-TECHNICAL INSTITUTES BETWEEN JULY 1, 1972, AND JUNE 30, 1973. SUMMARY OF ALL TERMINATIONS: ACROSS THE STATE.

EAST PROVIDENCE CAREER EDUCATION PROJECT
VT 101 187 1023
EAST PROVIDENCE CAREER EDUCATION. PROJECT EVALUATION. 1973-74.

EDUCABLE MENTALLY HANDICAPPED
VT 101 127 1002
A FOLLOW-UP STUDY OF THE POST SCHOOL EMPLOYMENT SUCCESS OF GRADUATES FROM FOUR HIGH SCHOOL SPECIAL EDUCATION PROGRAMS IN THE MIDWESTERN INTERMEDIATE UNIT IV IN PENNSYLVANIA FOR THE SCHOOL YEARS 1969-70, 1970-71, AND 1971-72. FINAL REPORT.

EDUCATIONAL ALTERNATIVES
VT 101 186 1022
IMPLEMENTING A YEAR-ROUND OPEN-ENDED EDUCATIONAL PROGRAM. PHASE I. FINAL REPORT.

EDUCATIONAL ASSESSMENT
VT 101 142 1007
COMMUNITY NEEDS ASSESSMENT FOR VOCATIONAL EDUCATION PLANNING.

EDUCATIONAL CHANGE
VT 101 128 1002
THE NORTH CENTRAL ASSOCIATION: ITS CHANGE AGENT ROLE ON ADMINISTRATIVE PRACTICES, POLICIES AND PROCEDURES IN WISCONSIN TECHNICAL INSTITUTES. FINAL REPORT.

PAGE

EDUCATIONAL COORDINATION
VT 101 101 993
A TASK ANALYSIS OF VOCATIONAL-TECHNICAL-ADULT SCHOOL COORDINATORS IN THE STATE OF WISCONSIN. FINAL REPORT.

EDUCATIONAL COUNSELING
VT 101 193 1025
CONSORTIUM PROGRAM IN HIGHER EDUCATION. (EXEMPLARY PROJECT). FINAL REPORT. EVALUATION.

EDUCATIONAL DEMAND
VT 101 174 1018
A SURVEY TO ASCERTAIN VOCATIONAL HOME ECONOMICS NEEDS IN TUCSON SCHOOL DISTRICT NO. 1. FINAL REPORT.

EDUCATIONAL EQUIPMENT
VT 101 150 1010
PROJECT SHARE. RESEARCH AND DEVELOPMENT PROJECT IN ACQUIRING SUPPLIES AND EQUIPMENT FOR VOCATIONAL-TECHNICAL EDUCATION. FINAL REPORT.

EDUCATIONAL IMPROVEMENT
VT 101 067 981
AN EXEMPLARY COMPREHENSIVE OCCUPATIONAL ORIENTATION VOCATIONAL EDUCATION PROGRAM FOR TULSA PUBLIC SCHOOLS. FINAL REPORT. FINAL EVALUATION REPORT.
VT 101 072 982
THE DEVELOPMENT AND DEMONSTRATION OF A FUNCTIONAL MODEL SYSTEM OF OCCUPATIONAL EDUCATION IN WYOMING PUBLIC EDUCATION, K-14. FINAL REPORT.
VT 101 088 988
TRI-CULTURAL VOCATIONAL EXPLORATORY CAREER AND WORK EXPERIENCE EDUCATION PROGRAM. FINAL REPORT.
VT 101 089 989
IMPLEMENTATION OF A PROGRAM AND DELIVERY SYSTEM FOR COMPREHENSIVE CAREER EDUCATION IN A RURAL AREA. INTERIM REPORT.
VT 101 116 998
IMPLEMENTING CAREER EDUCATION IN A LOCAL EDUCATION AGENCY: A GUIDE. A SOURCE BOOK.

SUBJECT INDEX

PAGE

EDUCATIONAL NEEDS
VT 101 114 997
FEASIBILITY OF CONTINUING EDUCATION FOR SECONDARY FOOD SERVICE INSTRUCTORS IN PENNSYLVANIA BASED ON CERTIFICATION NEEDS, SELF-PERCEIVED ACADEMIC NEEDS, AND INTEREST. FINAL REPORT.
VT 101 160 1013
EMPLOYMENT TRENDS AND VOCATIONAL PLANNING INFORMATION FOR FORESTRY TECHNICIANS IN ALABAMA. PART I.
VT 101 171 1017
ASSESSMENT OF TRAINING NEEDS OF ADULTS IN MOHAVE COUNTY. FINAL REPORT.
VT 101 173 1017
DETERMINATION OF SPANISH SURNAMED IMPRESSIONS OF EDUCATIONAL RELEVANCY.
VT 101 182 1021
EMPLOYMENT TRENDS AND VOCATIONAL PLANNING INFORMATION FOR RADIO AND TELEVISION REPAIR TECHNICIANS IN ALABAMA.

EDUCATIONAL PLANNING
VT 101 096 991
PROJECT VIGOR: VOCATIONAL CLUSTER EDUCATION, INTEGRATED AND ARTICULATED GRADES 1 THROUGH 14 WITH GUIDANCE SERVICES, OCCUPATIONAL EXPLORATION AND WORK EXPERIENCE RELEVANT TO GENERAL EDUCATION. FINAL REPORT.
VT 101 113 997
RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION. FINAL REPORT.
VT 101 116 998
IMPLEMENTING CAREER EDUCATION IN A LOCAL EDUCATION AGENCY: A GUIDE. A SOURCE BOOK.

EDUCATIONAL RESEARCH
VT 101 080 985
ASSESSMENT OF PRESERVICE VOCATIONAL TEACHER EDUCATION IN MISSISSIPPI.
VT 101 081 986
ASSESSMENT OF IN-SERVICE VOCATIONAL TEACHER EDUCATION IN MISSISSIPPI.
VT 101 082 986
WORK VALUES AND JOB ATTITUDES HELD BY NEW TEACHERS IN VOCATIONAL EDUCATION IN MISSISSIPPI.
VT 101 117 998
CAUSAL RELATIONSHIPS OF STUDENT CHARACTERISTICS RELATED TO SATISFACTION IN POST HIGH SCHOOL EMPLOYMENT.

EDUCATIONAL RESOURCES
VT 101 074 983
COORDINATED EFFORT FOR CAREER EDUCATION. INTERIM REPORT.
VT 101 164 1014
MODEL CAREER RESOURCE CENTER. FINAL REPORT.
VT 101 165 1015
MODEL CAREER RESOURCE CENTERS IN SCHOOLS FOR THE SYSTEMATIC PURPOSEFUL USE OF CAREER INFORMATION SUPPORTED BY A STATE INFORMATION PREPARATION AGENCY. FINAL REPORT.

EDUCATIONAL RESOURCES INFORMATION CENTER
VT 101 097 991
INFORMATION RETRIEVAL DEMONSTRATION AND RESEARCH PROJECT. FINAL REPORT.

EDUCATIONALLY DISADVANTAGED
VT 101 086 988
EACH ONE TEACH ONE: A STUDENT TUTORIAL PROGRAM FOR THE ACADEMICALLY DISADVANTAGED. INTERIM REPORT.
VT 101 134 1004
SUPERVISED INDEPENDENT STUDY PROGRAM. ANNUAL REPORT. JULY THROUGH JUNE. 1973.
VT 101 167 1015
EDUCATION IN AGRICULTURE FOR THE EDUCATIONALLY DISADVANTAGED. SECOND ANNUAL REPORT.

ELEMENTARY GRADES
VT 101 146 1008
CAREER AWARENESS CURRICULUM PROJECT: K-6. (EXEMPLARY PROJECT). FINAL REPORT.
VT 101 188 1023
OPENING DOORS TO AWARENESS. 1973-1974. FINAL EVALUATION REPORT.

ELEMENTARY SCHOOL STUDENTS
VT 101 156 1012
INFLUENCES ON THE CAREER DEVELOPMENT OF ELEMENTARY SCHOOL CHILDREN.

EMPLOYMENT OPPORTUNITIES
VT 101 070 982
MANPOWER REQUIREMENTS FOR MASSACHUSETTS BY OCCUPATION, BY INDUSTRY. 1970-1980.

BEST COPY AVAILABLE

PAGE

1004 VT 101 133
IOWASCRIPT PROJECT. FINAL REPORT.

1013 VT 101 160
EMPLOYMENT TRENDS AND VOCATIONAL PLANNING INFORMATION FOR FORESTRY TECHNICIANS IN ALABAMA. PART I.

1021 VT 101 182
EMPLOYMENT TRENDS AND VOCATIONAL PLANNING INFORMATION FOR RADIO AND TELEVISION REPAIR TECHNICIANS IN ALABAMA.

EMPLOYMENT POTENTIAL
1018 VT 101 175
TASK ANALYSIS OPTOMETRIC ASSISTANT. FINAL REPORT.

EMPLOYMENT QUALIFICATIONS
1022 VT 101 184
FINAL CAREER EMPLOYABILITY PROGRAM. FINAL REPORT.

EMPLOYMENT STATISTICS
982 VT 101 070
MANPOWER REQUIREMENTS FOR MASSACHUSETTS BY OCCUPATION, BY INDUSTRY. 1970-1980.

EMPLOYMENT TRENDS
982 VT 101 070
MANPOWER REQUIREMENTS FOR MASSACHUSETTS BY OCCUPATION, BY INDUSTRY. 1970-1980.

1013 VT 101 160
EMPLOYMENT TRENDS AND VOCATIONAL PLANNING INFORMATION FOR FORESTRY TECHNICIANS IN ALABAMA. PART I.

1021 VT 101 182
EMPLOYMENT TRENDS AND VOCATIONAL PLANNING INFORMATION FOR RADIO AND TELEVISION REPAIR TECHNICIANS IN ALABAMA.

ENROLLMENT RATE
1011 VT 101 153
BIOGRAPHICAL INFORMATION ON PEOPLE WHO ENROLLED IN THE FULL-TIME DAY PROGRAMS OF THE MINNESOTA AREA VOCATIONAL-TECHNICAL INSTITUTES BETWEEN JULY 1, 1972, AND JUNE 30, 1973. SUMMARY OF ALL ENROLLEES: ACROSS THE STATE.

PAGE

EQUIPMENT UTILIZATION
1010 VT 101 150
PROJECT SHARE. RESEARCH AND DEVELOPMENT PROJECT IN ACQUIRING SUPPLIES AND EQUIPMENT FOR VOCATIONAL-TECHNICAL EDUCATION. FINAL REPORT.

EVALUATION METHODS
993 VT 101 103
INSTRUCTOR PERFORMANCE APPRAISAL IN COMMUNITY COLLEGES.

EVENING STUDENTS
996 VT 101 111
HARRISBURG CHAPTER PROJECT 70,001 OF THE DISTRIBUTIVE EDUCATION CLUBS OF AMERICA. FINAL REPORT.

FACULTY EVALUATION
993 VT 101 103
INSTRUCTOR PERFORMANCE APPRAISAL IN COMMUNITY COLLEGES.

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT
991 VT 101 095
ORIENTATION
WORK-STUDY-PLACEMENT PROGRAM. FINAL REPORT.

FIELD INSTRUCTION
1026 VT 101 196
OCCUPATIONAL COURSE IN TREE HARVESTING. A VOCATIONAL EDUCATION EDUCATION EXEMPLARY PROJECT. FINAL REPORT.

FILM
1008 VT 101 145
THE DEVELOPMENT AND TESTING OF SINGLE OCCUPATION FILM LOOPS AND 135MM COLOR SLIDES FOR USE WITH SECONDARY AND POST-SECONDARY STUDENTS. FINAL REPORT.

FIRE FIGHTERS
1009 VT 101 147
DEVELOPMENT AND EVALUATION OF CURRICULUM AND MEDIA TO TRAIN PART-TIME FIRE SERVICE INSTRUCTORS IN RURAL AREAS.

FIRE SCIENCE EDUCATION
1009 VT 101 147
DEVELOPMENT AND EVALUATION OF CURRICULUM AND MEDIA TO TRAIN PART-TIME FIRE SERVICE INSTRUCTORS IN RURAL AREAS.

SUBJECT INDEX

PAGE

FLEXIBLE SCHEDULING
VT 101 148 1009
A CENTRAL MACHINES LABORATORY SERVING TWO-BLOCK-TIME PROGRAMS AND INCORPORATING FLEXIBLE SCHEDULING WITH INDEPENDENT STUDY. FINAL REPORT.

FOLLOWUP STUDIES
VT 101 152 1011
ONE-YEAR FOLLOW-UP INFORMATION ON GRADUATES WHO GRADUATED FROM FULL-TIME DAY PROGRAMS OF THE MINNESOTA AREA VOCATIONAL-TECHNICAL INSTITUTES BETWEEN JULY 1, 1971, AND JUNE 30, 1972. SUMMARY OF ALL GRADUATES: ACROSS THE STATE.
VT 101 172 1017
FOLLOW-UP OF THE PLANS OF INDIANA HIGH SCHOOL SENIORS IN THE CLASS OF 1972. A VALIDATION STUDY OF "82,000 HIGH SCHOOL SENIORS - THEIR EDUCATIONAL AND VOCATIONAL PLANS".

FORESTRY AIDES
VT 101 160 1013
EMPLOYMENT TRENDS AND VOCATIONAL PLANNING INFORMATION FOR FORESTRY TECHNICIANS IN ALABAMA. PART I.

FORESTRY OCCUPATIONS
VT 101 196 1026
OCCUPATIONAL COURSE IN TREE HARVESTING. A VOCATIONAL EDUCATION EDUCATION EXEMPLARY PROJECT. FINAL REPORT.

FORMATIVE EVALUATION
VT 101 075 984
COORDINATED EFFORT FOR CAREER EDUCATION IN GRAYSON COUNTY. EVALUATION REPORT.
VT 101 116 998
IMPLEMENTING CAREER EDUCATION IN A LOCAL EDUCATION AGENCY: A GUIDE. A SOURCE BOOK.

FOX HILL VOCATIONAL TECHNICAL INSTITUTE
VT 101 186 1022
IMPLEMENTING A YEAR-ROUND OPEN-ENDED EDUCATIONAL PROGRAM. PHASE I. FINAL REPORT.

PAGE

GRADE POINT AVERAGE
VT 101 130 1003
THE RELATIONSHIP BETWEEN PRACTICUM EXPERIENCE AND GRADUATES PASSING THE REGISTERED NURSE LICENSING EXAMINATION.

GRADE 9
VT 101 121 1000
THE NINTH GRADE CHARACTERISTICS OF STUDENTS ENROLLED IN SELECTED AVTS PROGRAMS IN TWELFTH GRADE.
VT 101 122 1000
THE NINTH GRADE CHARACTERISTICS OF STUDENTS ENTERING DIFFERENT TENTH GRADE CURRICULA: VDS HAZLETON SAMPLE.
VT 101 123 1000
THE NINTH GRADE CHARACTERISTICS OF STUDENTS ENTERING DIFFERENT TENTH GRADE CURRICULA: VDS WILLIAMSPORT SAMPLE.

GRADUATE SURVEYS
VT 101 105 994
A FOLLOW-UP OF FISCAL YEAR 1970 OFFICE AND DISTRIBUTIVE EDUCATION GRADUATES FROM VOCATIONAL EDUCATION POST-SECONDARY PROGRAMS. FINAL REPORT.
VT 101 143 1007
ASSOCIATE DEGREE MENTAL HEALTH GRADUATES. A FOLLOW-UP STUDY.
VT 101 152 1011
ONE-YEAR FOLLOW-UP INFORMATION ON GRADUATES WHO GRADUATED FROM FULL-TIME DAY PROGRAMS OF THE MINNESOTA AREA VOCATIONAL-TECHNICAL INSTITUTES BETWEEN JULY 1, 1971, AND JUNE 30, 1972. SUMMARY OF ALL GRADUATES: ACROSS THE STATE.
VT 101 172 1017
FOLLOW-UP OF THE PLANS OF INDIANA HIGH SCHOOL SENIORS IN THE CLASS OF 1972. A VALIDATION STUDY OF "82,000 HIGH SCHOOL SENIORS - THEIR EDUCATIONAL AND VOCATIONAL PLANS".
VT 101 183 1021
A SURVEY TO FOLLOW-UP ON GRADUATES OF SUNNYSIDE HIGH SCHOOL TO DETERMINE VOCATIONAL PLACEMENT. FINAL REPORT.

SUBJECT INDEX

PAGE

GRADUATES
VT 101 151 1010
STUDENT TERMINATIONS FROM FULL-TIME DAY PROGRAMS OF THE MINNESOTA AREA VOCATIONAL-TECHNICAL INSTITUTES BETWEEN JULY 1, 1972, AND JUNE 30, 1973. SUMMARY OF ALL TERMINATIONS; ACROSS THE STATE.

GRAYSON COUNTY COLLEGE TEXAS
VT 101 074 983
COORDINATED EFFORT FOR CAREER EDUCATION. INTERIM REPORT.
VT 101 075 984
COORDINATED EFFORT FOR CAREER EDUCATION IN GRAYSON COUNTY. EVALUATION REPORT.

GREATER JOHNSTOWN AREA VOCATIONAL SCHOOL
VT 101 124 1001
CAREER RESOURCE CENTER AND SATELLITE CENTER SERVICES EVALUATION. FINAL REPORT.

GUIDANCE CENTERS
VT 101 124 1001
CAREER RESOURCE CENTER AND SATELLITE CENTER SERVICES EVALUATION. FINAL REPORT.

GUIDANCE COUNSELING
VT 101 063 980
RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION. FINAL REPORT.
VT 101 066 981
RESEARCH AND DEVELOPMENT PROJECTS IN CAREER EDUCATION. FINAL REPORT.
VT 101 077 984
A CAREER EDUCATION COUNSELING PROJECT. INTERIM REPORT.
VT 101 079 985
PROJECT RACE: RESEARCHED ACTIVITIES FOR CAREER EDUCATION. INTERIM REPORT.
VT 101 113 997
RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION. FINAL REPORT.
VT 101 124 1001
CAREER RESOURCE CENTER AND SATELLITE CENTER SERVICES EVALUATION. FINAL REPORT.

GUIDANCE SERVICES
VT 101 131 1003
EVALUATION OF SELECTED CAREER RESOURCE CENTERS IN PENNSYLVANIA. FINAL REPORT.

HANDICAPPED CHILDREN
VT 101 189 1023
EMMA PENDLETON BRADLEY HOSPITAL "BRADLEY PRE-VOCATIONAL PROGRAMS". 1973-74. FINAL EVALUATION REPORT.

HEALTH OCCUPATIONS EDUCATION
VT 101 130 1003
THE RELATIONSHIP BETWEEN PRACTICUM EXPERIENCE AND GRADUATES PASSING THE REGISTERED NURSE LICENSING EXAMINATION.
VT 101 175 1018
TASK ANALYSIS OPTOMETRIC ASSISTANT. FINAL REPORT.

HEALTH PERSONNEL
VT 101 143 1007
ASSOCIATE DEGREE MENTAL HEALTH GRADUATES. A FOLLOW-UP STUDY.

HIGH SCHOOL GRADUATES
VT 101 172 1017
FOLLOW-UP OF THE PLANS OF INDIANA HIGH SCHOOL SENIORS IN THE CLASS OF 1972. A VALIDATION STUDY OF "82,000 HIGH SCHOOL SENIORS - THEIR EDUCATIONAL AND VOCATIONAL PLANS".
VT 101 183 1021
A SURVEY TO FOLLOW-UP ON GRADUATES OF SUNNYSIDE HIGH SCHOOL TO DETERMINE VOCATIONAL PLACEMENT. FINAL REPORT.

HIGH SCHOOL STUDENTS
VT 101 196 1026
OCCUPATIONAL COURSE IN TREE HARVESTING. A VOCATIONAL EDUCATION EDUCATION EXEMPLARY PROJECT. FINAL REPORT.

HIGHER EDUCATION
VT 101 193 1025
CONSORTIUM PROGRAM IN HIGHER EDUCATION. (EXEMPLARY PROJECT). FINAL REPORT. EVALUATION.

HOME ECONOMICS
VT 101 174 1018
A SURVEY TO ASCERTAIN VOCATIONAL HOME ECONOMICS NEEDS IN TUCSON SCHOOL DISTRICT NO. 1. FINAL REPORT.

BEST COPY AVAILABLE

SUBJECT INDEX

HOME ECONOMICS TEACHERS
VT 101 114 997
FEASIBILITY OF CONTINUING EDUCATION FOR SECONDARY FOOD SERVICE INSTRUCTORS IN PENNSYLVANIA BASED ON CERTIFICATION NEEDS, SELF-PERCEIVED ACADEMIC NEEDS, AND INTEREST. FINAL REPORT.

HOME PROGRAMS
VT 101 108 995
A TWO YEAR ASSESSMENT OF THE IN-HOME VOCATIONAL PROGRAM IN CHILD CARE SERVICES FOR DISADVANTAGED MOTHERS. FINAL REPORT.

HONOLULU COMMUNITY COLLEGE
VT 101 155 1011
MANPOWER SURVEY PROJECT: A SURVEY OF INDUSTRY OPINION.

INDEPENDENT STUDY
VT 101 134 1004
SUPERVISED INDEPENDENT STUDY PROGRAM. ANNUAL REPORT. JULY THROUGH JUNE. 1973.

INDIVIDUAL DIFFERENCES
VT 101 112 996
A STUDY OF COMMUNITY COLLEGE STUDENTS WHO ARE GRADUATES OF VOCATIONAL TECHNICAL AND COLLEGE PREPARATORY HIGH SCHOOL CURRICULUMS. FINAL REPORT.

INDIVIDUAL INSTRUCTION
VT 101 108 995
A TWO YEAR ASSESSMENT OF THE IN-HOME VOCATIONAL PROGRAM IN CHILD CARE SERVICES FOR DISADVANTAGED MOTHERS. FINAL REPORT.

INDIVIDUALIZED INSTRUCTION
VT 101 135 1004
A COMPARATIVE ANALYSIS OF STUDENT ATTITUDES TOWARD INDIVIDUALIZED AND TRADITIONAL INSTRUCTION. FINAL REPORT.
VT 101 179 1020
A CAREER DECISION MAKING MODEL UTILIZING ADULT BASIC EDUCATION AND COUNSELING FOR THE UNDER/UNEMPLOYED ADULT AND FAMILY. FINAL REPORT.
VT 101 194 1025
WESTBROOK EDUCATES FOR BUSINESS RESEARCH AND DEVELOPMENT PROJECT. FINAL REPORT.

INDUSTRIAL ARTS
VT 101 189 1023
EMMA PENDLETON BRADLEY HOSPITAL "BRADLEY PRE-VOCATIONAL PROGRAMS". 1973-74. FINAL EVALUATION REPORT.

INDUSTRIAL TRAINING
VT 101 107 995
START-UP TRAINING IN MISSISSIPPI. PROGRAM DEVELOPMENT GUIDE.

INFORMATION DISSEMINATION
VT 101 110 996
PENNSYLVANIA VOCATIONAL EDUCATION CURRICULUM CENTER. JANUARY 1973-JUNE 1973. FINAL REPORT.
VT 101 133 1004
IOWASCRIPT PROJECT. FINAL REPORT.
VT 101 169 1016
PROJECT CAREER (COMPUTER ASSISTED RESEARCH FOR EDUCATIONAL RELEVANCE). PROPOSAL PACKAGE FOR FISCAL YEAR 1975.
VT 101 170 1016
PROJECT CEDIS (CAREER EDUCATION DISSEMINATION SERVICES). PROPOSAL APPLICATION FOR FISCAL YEAR 1975.
VT 101 190 1024
ADAPTATION AND IMPLEMENTATION OF A COMPUTERIZED VOCATIONAL INFORMATION SYSTEM (CVIS) IN AREA TEN OF IOWA. EXEMPLARY PROJECT. FINAL REPORT.

INFORMATION RETRIEVAL
VT 101 097 991
INFORMATION RETRIEVAL DEMONSTRATION AND RESEARCH PROJECT. FINAL REPORT.

INFORMATION SERVICES
VT 101 170 1016
PROJECT CEDIS (CAREER EDUCATION DISSEMINATION SERVICES). PROPOSAL APPLICATION FOR FISCAL YEAR 1975.

INFORMATION SOURCES
VT 101 075 984
COORDINATED EFFORT FOR CAREER EDUCATION IN GRAYSON COUNTY. EVALUATION REPORT.

SUBJECT INDEX

PAGE

INFORMATION SYSTEMS 993
VT 101 102
PERSPECTIVES ON THE DEVELOPMENT OF A COMPREHENSIVE LABOR MARKET INFORMATION SYSTEM FOR MICHIGAN. METHODS FOR MANPOWER ANALYSIS NO. 6. 1014
VT 101 164
MODEL CAREER RESOURCE CENTER. FINAL REPORT. 1015
VT 101 165
MODEL CAREER RESOURCE CENTERS IN SCHOOLS FOR THE SYSTEMATIC PURPOSEFUL USE OF CAREER INFORMATION SUPPORTED BY A STATE INFORMATION PREPARATION AGENCY. FINAL REPORT. 1024
VT 101 190
ADAPTATION AND IMPLEMENTATION OF A COMPUTERIZED VOCATIONAL INFORMATION SYSTEM (CVIS) IN AREA TEN OF IOWA. EXEMPLARY PROJECT. FINAL REPORT.

INFORMATION UTILIZATION 991
VT 101 097
INFORMATION RETRIEVAL DEMONSTRATION AND RESEARCH PROJECT. FINAL REPORT.

INSERVICE EDUCATION 986
VT 101 081
ASSESSMENT OF IN-SERVICE VOCATIONAL TEACHER EDUCATION IN MISSISSIPPI.

INSERVICE PROGRAMS 987
VT 101 084
A MODEL TO EVALUATE INSERVICE PERSONNEL DEVELOPMENT IN VOCATIONAL-TECHNICAL EDUCATION. 987
VT 101 085
CAREER EDUCATION FOR PERSONS IN RURAL AREAS--PRIMARY FOCUS ON ADULTS 16 AND OVER. INTERIM REPORT.

INSERVICE TEACHER EDUCATION 986
VT 101 083
RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION. COMPLETE OCCUPATIONAL EDUCATIONAL DEVELOPMENT (COED). INTERIM REPORT. INTERIM EVALUATION REPORT. 992
VT 101 100
TEACHER TRAINING IN CAREER EDUCATION. FINAL REPORT. 1027
VT 101 200
PROFESSIONAL GROWTH WEEK-II, 1974 FOR VOCATIONAL, TECHNICAL AND ADULT EDUCATION INSTRUCTORS AND APPENDIXES.

PAGE

INSTRUCTIONAL MATERIALS 994
VT 101 104
DEVELOPMENT OF INSTRUCTIONAL MATERIALS FOR TELEPHONE TECHNICIANS TRAINING (ITPTT). FINAL REPORT.

INSTRUCTIONAL MATERIALS CENTERS 996
VT 101 110
PENNSYLVANIA VOCATIONAL EDUCATION CURRICULUM CENTER. JANUARY 1973-JUNE 1973. FINAL REPORT.

INTEGRATED CURRICULUM 980
VT 101 064
A COMPREHENSIVE VOCATIONAL EDUCATION PROGRAM FOR CAREER DEVELOPMENT IN GRADES K-14. FINAL REPORT. APPENDIX. 988
VT 101 087
PONTIAC ADULT-STUDENT LEARNING SYSTEM. INTERIM REPORT. 989
VT 101 090
A COMPREHENSIVE CAREER EDUCATION DEVELOPMENT PROJECT FOR THE SCHOOL DISTRICTS OF MUSKEGON AND MUSKEGON HEIGHTS. INTERIM REPORT.

INTERDISCIPLINARY APPROACH 1018
VT 101 176
INTER-DISCIPLINARY APPROACH TO CAREER DEVELOPMENT THROUGH A HIGH SCHOOL PROGRAM OF OCCUPATIONAL EDUCATION. FINAL REPORT.

INTERINSTITUTIONAL COOPERATION 1025
VT 101 193
CONSORTIUM PROGRAM IN HIGHER EDUCATION. (EXEMPLARY PROJECT). FINAL REPORT. EVALUATION.

INTERNSHIP PROGRAMS 983
VT 101 073
AN IN-DEPTH STUDY OF THE INTERNSHIP CONCEPT AS PART OF THE DOCTORAL PROGRAM IN VOCATIONAL-TECHNICAL EDUCATION. FINAL REPORT. PARTS I-V AND ABSTRACT. 1001
VT 101 125
DEVELOPMENTAL PROGRAMS IN DISTRIBUTIVE EDUCATION. FINAL REPORT.

IOWA 1004
VT 101 133
IOWASCRIPT PROJECT. FINAL REPORT. 1014
VT 101 163
CAREER EDUCATION EFFORT IN IOWA. 1973 REPORT.

SUBJECT INDEX

PAGE

JOB MARKET
VT 101 142 1007
COMMUNITY NEEDS ASSESSMENT FOR VOCATIONAL EDUCATION PLANNING.

JOB SATISFACTION
VT 101 117 998
CAUSAL RELATIONSHIPS OF STUDENT CHARACTERISTICS RELATED TO SATISFACTION IN POST HIGH SCHOOL EMPLOYMENT.

JOB SKILLS
VT 101 184 1022
PINAL CAREER EMPLOYABILITY PROGRAM. FINAL REPORT.

JOB TRAINING
VT 101 069 982
COMMUNITY RESOURCE MANAGEMENT TRAINING FOR KENTUCKY PROBATION AND PAROLE OFFICERS. REPORT OF A PILOT-DEMONSTRATION PROJECT.
VT 101 107 995
START-UP TRAINING IN MISSISSIPPI. PROGRAM DEVELOPMENT GUIDE.
VT 101 108 995
A TWO YEAR ASSESSMENT OF THE IN-HOME VOCATIONAL PROGRAM IN CHILD CARE SERVICES FOR DISADVANTAGED MOTHERS. FINAL REPORT.

JUNIOR HIGH SCHOOLS
VT 101 158 1012
REPORT OF THE CAREER EXPLORATION PROGRAM FOR JUNIOR HIGH SCHOOLS IN NEW BRITAIN.

KENTUCKY
VT 101 069 982
COMMUNITY RESOURCE MANAGEMENT TRAINING FOR KENTUCKY PROBATION AND PAROLE OFFICERS. REPORT OF A PILOT-DEMONSTRATION PROJECT.
VT 101 125 1001
DEVELOPMENTAL PROGRAMS IN DISTRIBUTIVE EDUCATION. FINAL REPORT.

KNOX COUNTY SCHOOL SYSTEM
VT 101 157 1012
CONTEMPORARY CURRICULUM FOR CAREER DEVELOPMENT. FINAL REPORT. OCTOBER 1, 1970-JUNE 30, 1973. EVALUATION REPORT.

LABOR MARKET
VT 101 102 993
PERSPECTIVES ON THE DEVELOPMENT OF A COMPREHENSIVE LABOR MARKET INFORMATION SYSTEM FOR MICHIGAN. METHODS FOR MANPOWER ANALYSIS NO. 6.

PAGE

LABOR SUPPLY
VT 101 192 1024
OTIS (OCCUPATIONAL TRAINING INFORMATION SYSTEM). CYCLE SIX REPORT. SUPPLEMENT I. STATEWIDE TOTALS AND DESCENDING RANK ORDER OF PROGRAM CLUSTERS.

LEARNING LABORATORIES
VT 101 148 1009
A CENTRAL MACHINES LABORATORY SERVING TWO-BLOCK-TIME PROGRAMS AND INCORPORATING FLEXIBLE SCHEDULING WITH INDEPENDENT STUDY. FINAL REPORT.

LESSON PLANS
VT 101 108 995
A TWO YEAR ASSESSMENT OF THE IN-HOME VOCATIONAL PROGRAM IN CHILD CARE SERVICES FOR DISADVANTAGED MOTHERS. FINAL REPORT.

LUMBER INDUSTRY
VT 101 196 1026
OCCUPATIONAL COURSE IN TREE HARVESTING. A VOCATIONAL EDUCATION EDUCATION EXEMPLARY PROJECT. FINAL REPORT.

MALES
VT 101 118 998
THE RELATIONSHIP OF HIGH SCHOOL CURRICULUM AND OTHER IN-SCHOOL CHARACTERISTICS TO EMPLOYMENT SUCCESS ONE YEAR AFTER GRADUATION.

MANAGEMENT INFORMATION SYSTEMS
VT 101 075 984
COORDINATED EFFORT FOR CAREER EDUCATION IN GRAYSON COUNTY. EVALUATION REPORT.

MANPOWER DEVELOPMENT
VT 101 102 993
PERSPECTIVES ON THE DEVELOPMENT OF A COMPREHENSIVE LABOR MARKET INFORMATION SYSTEM FOR MICHIGAN. METHODS FOR MANPOWER ANALYSIS NO. 6.

MANPOWER NEEDS
VT 101 070 982
MANPOWER REQUIREMENTS FOR MASSACHUSETTS BY OCCUPATION, BY INDUSTRY. 1970-1980.
VT 101 160 1013
EMPLOYMENT TRENDS AND VOCATIONAL PLANNING INFORMATION FOR FORESTRY TECHNICIANS IN ALABAMA. PART I.

SUBJECT INDEX

PAGE

VT 101 182 1021
EMPLOYMENT TRENDS AND VOCATIONAL PLANNING INFORMATION FOR RADIO AND TELEVISION REPAIR TECHNICIANS IN ALABAMA.

VT 101 192 1024
OTIS (OCCUPATIONAL TRAINING INFORMATION SYSTEM). CYCLE SIX REPORT. SUPPLEMENT I. STATEWIDE TOTALS AND DESCENDING RANK ORDER OF PROGRAM CLUSTERS.

MANPOWER UTILIZATION
VT 101 070 982
MANPOWER REQUIREMENTS FOR MASSACHUSETTS BY OCCUPATION, BY INDUSTRY. 1970-1980.

MASSACHUSETTS
VT 101 070 982
MANPOWER REQUIREMENTS FOR MASSACHUSETTS BY OCCUPATION, BY INDUSTRY. 1970-1980.

MATERIAL DEVELOPMENT
VT 101 104 994
DEVELOPMENT OF INSTRUCTIONAL MATERIALS FOR TELEPHONE TECHNICIANS TRAINING (ITPTT). FINAL REPORT.

MEASUREMENT INSTRUMENTS
VT 101 168 1016
THE DEVELOPMENT OF INVENTORY-OPINIONNAIRE INSTRUMENTS. FINAL REPORT.

MENTAL HEALTH PROGRAMS
VT 101 143 1007
ASSOCIATE DEGREE MENTAL HEALTH GRADUATES. A FOLLOW-UP STUDY.

MENTALLY HANDICAPPED
VT 101 137 1005
AN EVALUATION OF THREE PILOT COURSES: THE DEVELOPMENT AND EARLY EDUCATION OF THE MENTALLY HANDICAPPED CHILD. FINAL REPORT.

MERCHANDISING
VT 101 126 1001
DEVELOPMENT OF A MODEL FOR A SMALL STORE OPERATION FOR FASHION MERCHANDISING STUDENTS TO BE UTILIZED BY INSTRUCTORS IN FASHION MERCHANDISING PROGRAMS. FINAL REPORT.

MESA HIGH SCHOOLS
VT 101 185 1022
THE PICTURE OF A DROPOUT.

METHODS RESEARCH
VT 101 181 1021
AGRICULTURAL TEACHER EDUCATION RECRUITING PRACTICES IN THE SOUTHERN REGION.

MEXICAN AMERICANS
VT 101 173 1017
DETERMINATION OF SPANISH SURNAMED IMPRESSIONS OF EDUCATIONAL RELEVANCY.

MIDDLE SCHOOLS
VT 101 145 1006
PRE-VOCATIONAL PROGRAM AT A MIDDLE SCHOOL.

MINNEAPOLIS
VT 101 092 990
EXEMPLARY VOCATIONAL EDUCATION PROGRAM BASED ON ENVIRONMENTAL STUDIES K-14. FINAL REPORT.

MISSISSIPPI
VT 101 080 985
ASSESSMENT OF PRESERVICE VOCATIONAL TEACHER EDUCATION IN MISSISSIPPI.

VT 101 081 986
ASSESSMENT OF IN-SERVICE VOCATIONAL TEACHER EDUCATION IN MISSISSIPPI.

VT 101 082 986
WORK VALUES AND JOB ATTITUDES HELD BY NEW TEACHERS IN VOCATIONAL EDUCATION IN MISSISSIPPI.

MOBILE EDUCATIONAL SERVICES
VT 101 078 985
CAREER DEVELOPMENT AND MEANINGFUL EXPLORATORY EXPERIENCES TO MIDDLE SCHOOL STUDENTS IN SOUTHERN INDIANA UTILIZING MOBILE DESIGN EDUCATIONAL UNITS. INTERIM REPORT.

VT 101 178 1019
UTILIZATION OF VOLUNTEERS AND PARAPROFESSIONALS IN LEARNING CENTER AND HOME CENTERED PERSONALIZED INSTRUCTION. FINAL REPORT.

VT 101 179 1020
A CAREER DECISION MAKING MODEL UTILIZING ADULT BASIC EDUCATION AND COUNSELING FOR THE UNDER/UNEMPLOYED ADULT AND FAMILY. FINAL REPORT.

VT 101 190 1024
ADAPTATION AND IMPLEMENTATION OF A COMPUTERIZED VOCATIONAL INFORMATION SYSTEM (CVIS) IN AREA TEN OF IOWA. EXEMPLARY PROJECT. FINAL REPORT.

SUBJECT INDEX

PAGE

MODELS
VT 101 084 987
A MODEL TO EVALUATE INSERVICE PERSONNEL DEVELOPMENT IN VOCATIONAL-TECHNICAL EDUCATION.

MONTICELLO SCHOOL DISTRICT 18 ARKANSAS
VT 101 076 984
AN EXEMPLARY CAREER EDUCATION PROJECT FOR SOUTHEAST ARKANSAS. INTERIM REPORT.

MUSKEGON PUBLIC SCHOOLS
VT 101 090 989
A COMPREHENSIVE CAREER EDUCATION DEVELOPMENT PROJECT FOR THE SCHOOL DISTRICTS OF MUSKEGON AND MUSKEGON HEIGHTS. INTERIM REPORT.

NEW BRITAIN PUBLIC SCHOOLS
VT 101 158 1012
REPORT OF THE CAREER EXPLORATION PROGRAM FOR JUNIOR HIGH SCHOOLS IN NEW BRITAIN.

NEW ORLEANS PUBLIC SCHOOLS
VT 101 065 980
AN EXEMPLARY PROGRAM FOR OCCUPATIONAL PREPARATION. FINAL REPORT.

NORTH DAKOTA
VT 101 104 994
DEVELOPMENT OF INSTRUCTIONAL MATERIALS FOR TELEPHONE TECHNICIANS TRAINING (ITPTT). FINAL REPORT.

NORTH HILLS SCHOOLS
VT 101 165 1015
MODEL CAREER RESOURCE CENTERS IN SCHOOLS FOR THE SYSTEMATIC PURPOSEFUL USE OF CAREER INFORMATION SUPPORTED BY A STATE INFORMATION PREPARATION AGENCY. FINAL REPORT.

NURSING
VT 101 130 1003
THE RELATIONSHIP BETWEEN PRACTICUM EXPERIENCE AND GRADUATES PASSING THE REGISTERED NURSE LICENSING EXAMINATION.

OCCUPATIONAL CHOICE
VT 101 138 1005
A STUDY TO DETERMINE THE CORRELATION AMONG STUDENT INTERESTS, VOCATIONAL COURSES PURSUED AND JOB ENTRY OCCUPATIONAL CHOICES.

PAGE

OCCUPATIONAL CLUSTERS
VT 101 141 1007
DEVELOPMENT OF A PLAN FOR THE DESIGN, FIELD TESTING, AND IMPLEMENTATION OF A CURRICULUM FOR THE COURSE "INTRODUCTION TO VOCATIONS" FOR THE STATE OF VIRGINIA. FINAL REPORT.
VT 101 192 1024
OTIS (OCCUPATIONAL TRAINING INFORMATION SYSTEM). CYCLE SIX REPORT. SUPPLEMENT I. STATEWIDE TOTALS AND DESCENDING RANK ORDER OF PROGRAM CLUSTERS.

OCCUPATIONAL GUIDANCE
VT 101 063 980
RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION. FINAL REPORT.
VT 101 064 980
A COMPREHENSIVE VOCATIONAL EDUCATION PROGRAM FOR CAREER DEVELOPMENT IN GRADES K-14. FINAL REPORT. APPENDIX.
VT 101 065 980
AN EXEMPLARY PROGRAM FOR OCCUPATIONAL PREPARATION. FINAL REPORT.
VT 101 077 984
A CAREER EDUCATION COUNSELING PROJECT. INTERIM REPORT.
VT 101 079 985
PROJECT RACE: RESEARCHED ACTIVITIES FOR CAREER EDUCATION. INTERIM REPORT.
VT 101 124 1001
CAREER RESOURCE CENTER AND SATELLITE CENTER SERVICES EVALUATION. FINAL REPORT.
VT 101 176 1018
INTER-DISCIPLINARY APPROACH TO CAREER DEVELOPMENT THROUGH A HIGH SCHOOL PROGRAM OF OCCUPATIONAL EDUCATION. FINAL REPORT.
VT 101 179 1020
A CAREER DECISION MAKING MODEL UTILIZING ADULT BASIC EDUCATION AND COUNSELING FOR THE UNDER/UNEMPLOYED ADULT AND FAMILY. FINAL REPORT.

OCCUPATIONAL HOME ECONOMICS
VT 101 174 1018
A SURVEY TO ASCERTAIN VOCATIONAL HOME ECONOMICS NEEDS IN TUCSON SCHOOL DISTRICT NO. 1. FINAL REPORT.

OCCUPATIONAL INFORMATION
VT 101 079 985
PROJECT RACE: RESEARCHED ACTIVITIES FOR CAREER EDUCATION. INTERIM REPORT.

SUBJECT INDEX

PAGE

VT 101 133 1004
IOWASCRIPT PROJECT. FINAL REPORT.

VT 101 145 1008
THE DEVELOPMENT AND TESTING OF SINGLE OCCUPATION FILM LOOPS AND 135MM COLOR SLIDES FOR USE WITH SECONDARY AND POST-SECONDARY STUDENTS. FINAL REPORT.

VT 101 156 1012
INFLUENCES ON THE CAREER DEVELOPMENT OF ELEMENTARY SCHOOL CHILDREN.

VT 101 158 1012
REPORT OF THE CAREER EXPLORATION PROGRAM FOR JUNIOR HIGH SCHOOLS IN NEW BRITAIN.

VT 101 169 1016
PROJECT CAREER (COMPUTER ASSISTED RESEARCH FOR EDUCATIONAL RELEVANCE). PROPOSAL PACKAGE FOR FISCAL YEAR 1975.

VT 101 190 1024
ADAPTATION AND IMPLEMENTATION OF A COMPUTERIZED VOCATIONAL INFORMATION SYSTEM (CVIS) IN AREA TEN OF IOWA. EXEMPLARY PROJECT. FINAL REPORT.

OCCUPATIONAL TRAINING INFORMATION SYSTEM
VT 101 192 1024
OTIS (OCCUPATIONAL TRAINING INFORMATION SYSTEM). CYCLE SIX REPORT. SUPPLEMENT I. STATEWIDE TOTALS AND DESCENDING RANK ORDER OF PROGRAM CLUSTERS.

OFFICE MACHINES
VT 101 148 1009
A CENTRAL MACHINES LABORATORY SERVING TWO-BLOCK-TIME PROGRAMS AND INCORPORATING FLEXIBLE SCHEDULING WITH INDEPENDENT STUDY. FINAL REPORT.

OFFICE OCCUPATIONS EDUCATION
VT 101 105 994
A FOLLOW-UP OF FISCAL YEAR 1970 OFFICE AND DISTRIBUTIVE EDUCATION GRADUATES FROM VOCATIONAL EDUCATION POST-SECONDARY PROGRAMS. FINAL REPORT.

VT 101 139 1006
MINIMUM LEVELS OF TECHNICAL COMPETENCY STANDARDS OF BUSINESS AND OFFICE EDUCATION PROGRAMS IN NEBRASKA. FINAL REPORT.

PAGE

VT 101 148 1009
A CENTRAL MACHINES LABORATORY SERVING TWO-BLOCK-TIME PROGRAMS AND INCORPORATING FLEXIBLE SCHEDULING WITH INDEPENDENT STUDY. FINAL REPORT.

OHIO
VT 101 154 1011
TESTING THE OHIO CAREER DEVELOPMENT PROGRAM.

OLD TOWN MAINE SCHOOL SYSTEM
VT 101 156 1012
INFLUENCES ON THE CAREER DEVELOPMENT OF ELEMENTARY SCHOOL CHILDREN.

ON THE JOB TRAINING
VT 101 111 996
HARRISBURG CHAPTER PROJECT 70,001 OF THE DISTRIBUTIVE EDUCATION CLUBS OF AMERICA. FINAL REPORT.

OPTOMETRIC ASSISTANTS
VT 101 175 1018
TASK ANALYSIS OPTOMETRIC ASSISTANT. FINAL REPORT.

ORGANIZATIONAL EFFECTIVENESS
VT 101 159 1013
PERCEPTIONS OF ALABAMA SUPERINTENDENTS AND PRINCIPALS OF VOCATIONAL YOUTH ORGANIZATIONS.

OUT OF SCHOOL YOUTH
VT 101 111 996
HARRISBURG CHAPTER PROJECT 70,001 OF THE DISTRIBUTIVE EDUCATION CLUBS OF AMERICA. FINAL REPORT.

PARAPROFESSIONAL SCHOOL PERSONNEL
VT 101 178 1019
UTILIZATION OF VOLUNTEERS AND PARAPROFESSIONALS IN LEARNING CENTER AND HOME CENTERED PERSONALIZED INSTRUCTION. FINAL REPORT.

PARENT ATTITUDES
VT 101 093 990
PALS (PONTIAC ADULT-STUDENT LEARNING SYSTEM). INTERNAL EVALUATION REPORT.

VT 101 173 1017
DETERMINATION OF SPANISH SURNAMED IMPRESSIONS OF EDUCATIONAL RELEVANCY.

SUBJECT INDEX

PAGE

PAROLE OFFICERS
VT 101 069 982
COMMUNITY RESOURCE MANAGEMENT TRAINING FOR KENTUCKY PROBATION AND PAROLE OFFICERS. REPORT OF A PILOT-DEMONSTRATION PROJECT.

PENNBRIDGE HIGH SCHOOL
VT 101 129 1002
OPEN SPACE CONCEPT IN BUSINESS EDUCATION.

PENNSYLVANIA
VT 101 114 997
FEASIBILITY OF CONTINUING EDUCATION FOR SECONDARY FOOD SERVICE INSTRUCTORS IN PENNSYLVANIA BASED ON CERTIFICATION NEEDS, SELF-PERCEIVED ACADEMIC NEEDS, AND INTEREST. FINAL REPORT.
VT 101 127 1002
A FOLLOW-UP STUDY OF THE POST SCHOOL EMPLOYMENT SUCCESS OF GRADUATES FROM FOUR HIGH SCHOOL SPECIAL EDUCATION PROGRAMS IN THE MIDWESTERN INTERMEDIATE UNIT IV IN PENNSYLVANIA FOR THE SCHOOL YEARS 1969-70, 1970-71, AND 1971-72. FINAL REPORT.
VT 101 130 1003
THE RELATIONSHIP BETWEEN PRACTICUM EXPERIENCE AND GRADUATES PASSING THE REGISTERED NURSE LICENSING EXAMINATION.
VT 101 131 1003
EVALUATION OF SELECTED CAREER RESOURCE CENTERS IN PENNSYLVANIA. FINAL REPORT.
VT 101 134 1004
SUPERVISED INDEPENDENT STUDY PROGRAM. ANNUAL REPORT. JULY THROUGH JUNE. 1973.
VT 101 168 1016
THE DEVELOPMENT OF INVENTORY-OPINIONNAIRE INSTRUMENTS. FINAL REPORT.

PERFORMANCE BASED EDUCATION
VT 101 139 1006
MINIMUM LEVELS OF TECHNICAL COMPETENCY STANDARDS OF BUSINESS AND OFFICE EDUCATION PROGRAMS IN NEBRASKA. FINAL REPORT.

PERFORMANCE BASED TEACHER EDUCATION
VT 101 068 981
FUNCTION-TASK-COMPETENCY APPROACH TO CURRICULUM DEVELOPMENT IN VOCATIONAL EDUCATION IN AGRICULTURE. PROFESSIONAL COMPETENCIES POSSESSED AND NEEDED BY VOCATIONAL INSTRUCTORS IN AGRICULTURE AND WHEN THEY SHOULD BE DEVELOPED.
VT 101 080 985
ASSESSMENT OF PRESERVICE VOCATIONAL TEACHER EDUCATION IN MISSISSIPPI.
VT 101 081 986
ASSESSMENT OF IN-SERVICE VOCATIONAL TEACHER EDUCATION IN MISSISSIPPI.

PERFORMANCE FACTORS
VT 101 068 981
FUNCTION-TASK-COMPETENCY APPROACH TO CURRICULUM DEVELOPMENT IN VOCATIONAL EDUCATION IN AGRICULTURE. PROFESSIONAL COMPETENCIES POSSESSED AND NEEDED BY VOCATIONAL INSTRUCTORS IN AGRICULTURE AND WHEN THEY SHOULD BE DEVELOPED.

PERSONAL VALUES
VT 101 082 986
WORK VALUES AND JOB ATTITUDES HELD BY NEW TEACHERS IN VOCATIONAL EDUCATION IN MISSISSIPPI.

PHYSICALLY HANDICAPPED
VT 101 115 997
THE ATTITUDES OF SELECTED STUDENT TEACHERS AT OKLAHOMA STATE UNIVERSITY TOWARD THE PHYSICALLY DISABLED.

PILOT PROJECTS
VT 101 069 982
COMMUNITY RESOURCE MANAGEMENT TRAINING FOR KENTUCKY PROBATION AND PAROLE OFFICERS. REPORT OF A PILOT-DEMONSTRATION PROJECT.

PINAL COUNTY HIGH SCHOOLS
VT 101 184 1022
PINAL CAREER EMPLOYABILITY PROGRAM. FINAL REPORT.

PINELLAS COUNTY SCHOOL SYSTEM
VT 101 064 980
A COMPREHENSIVE VOCATIONAL EDUCATION PROGRAM FOR CAREER DEVELOPMENT IN GRADES K-14. FINAL REPORT. APPENDIX.

SUBJECT INDEX

PAGE

PONTIAC CITY SCHOOL SYSTEM
VT 101 087 988
PONTIAC ADULT-STUDENT LEARNING SYSTEM. INTERIM REPORT.

POST SECONDARY EDUCATION
VT 101 104 994
DEVELOPMENT OF INSTRUCTIONAL MATERIALS FOR TELEPHONE TECHNICIANS TRAINING (ITPTT). FINAL REPORT.

POTENTIAL DROPOUTS
VT 101 185 1022
THE PICTURE OF A DROPOUT.

PRESERVICE EDUCATION
VT 101 080 985
ASSESSMENT OF PRESERVICE VOCATIONAL TEACHER EDUCATION IN MISSISSIPPI.

PREVOCATIONAL EDUCATION
VT 101 127 1002
A FOLLOW-UP STUDY OF THE POST SCHOOL EMPLOYMENT SUCCESS OF GRADUATES FROM FOUR HIGH SCHOOL SPECIAL EDUCATION PROGRAMS IN THE MIDWESTERN INTERMEDIATE UNIT IV IN PENNSYLVANIA FOR THE SCHOOL YEARS 1969-70, 1970-71, AND 1971-72. FINAL REPORT.
VT 101 140 1006
PRE-VOCATIONAL PROGRAM AT A MIDDLE SCHOOL.
VT 101 189 1023
EMMA PENDLETON BRADLEY HOSPITAL "BRADLEY PRE-VOCATIONAL PROGRAMS". 1973-74. FINAL EVALUATION REPORT.

PROFILE EVALUATION
VT 101 185 1022
THE PICTURE OF A DROPOUT.

PROGRAM CONTENT
VT 101 073 983
AN IN-DEPTH STUDY OF THE INTERNSHIP CONCEPT AS PART OF THE DOCTORAL PROGRAM IN VOCATIONAL-TECHNICAL EDUCATION. FINAL REPORT. PARTS I-V AND ABSTRACT.

PROGRAM COORDINATION
VT 101 084 987
A MODEL TO EVALUATE INSERVICE PERSONNEL DEVELOPMENT IN VOCATIONAL-TECHNICAL EDUCATION.

PROGRAM DESCRIPTIONS
VT 101 125 1001
DEVELOPMENTAL PROGRAMS IN DISTRIBUTIVE EDUCATION. FINAL REPORT.
VT 101 157 1012
CONTEMPORARY CURRICULUM FOR CAREER DEVELOPMENT. FINAL REPORT. OCTOBER 1, 1970-JUNE 30, 1973. EVALUATION REPORT.

PROGRAM EFFECTIVENESS
VT 101 132 1003
THE RELATIONSHIP BETWEEN A DEVELOPING CAREER EDUCATION PROGRAM AND THE CAREER MATURITY OF SECONDARY SCHOOL STUDENTS.

PROGRAM EVALUATION
VT 101 073 983
AN IN-DEPTH STUDY OF THE INTERNSHIP CONCEPT AS PART OF THE DOCTORAL PROGRAM IN VOCATIONAL-TECHNICAL EDUCATION. FINAL REPORT. PARTS I-V AND ABSTRACT.
VT 101 075 984
COORDINATED EFFORT FOR CAREER EDUCATION IN GRAYSON COUNTY. EVALUATION REPORT.
VT 101 084 987
A MODEL TO EVALUATE INSERVICE PERSONNEL DEVELOPMENT IN VOCATIONAL-TECHNICAL EDUCATION.
VT 101 093 990
PALS (PONTIAC ADULT-STUDENT LEARNING SYSTEM). INTERNAL EVALUATION REPORT.
VT 101 094 990
COMPREHENSIVE CAREER EDUCATION PROCESS IN SPRINGFIELD PUBLIC SCHOOLS. INTERIM REPORT.
VT 101 106 994
CONCORD CAREER EDUCATION PROJECT. FINAL EVALUATION REPORT.
VT 101 131 1003
EVALUATION OF SELECTED CAREER RESOURCE CENTERS IN PENNSYLVANIA. FINAL REPORT.
VT 101 133 1004
IOWASCRIPT PROJECT. FINAL REPORT.
VT 101 134 1004
SUPERVISED INDEPENDENT STUDY PROGRAM. ANNUAL REPORT. JULY THROUGH JUNE. 1973.
VT 101 154 1011
TESTING THE OHIO CAREER DEVELOPMENT PROGRAM.
VT 101 157 1012
CONTEMPORARY CURRICULUM FOR CAREER DEVELOPMENT. FINAL REPORT. OCTOBER 1, 1970-JUNE 30, 1973. EVALUATION REPORT.

PAGE

VT 101 187
EAST PROVIDENCE CAREER EDUCATION. PROJECT EVALUATION. 1973-74. 1023

VT 101 188
OPENING DOORS TO AWARENESS. 1973-1974. FINAL EVALUATION REPORT. 1023

VT 101 191
NINE RHODE ISLAND CAREER EDUCATION PROJECTS. EVALUATION. 1024

PROGRAM PLANNING
VT 101 096
PROJECT VIGOR: VOCATIONAL CLUSTER EDUCATION, INTEGRATED AND ARTICULATED GRADES 1 THROUGH 14 WITH GUIDANCE SERVICES, OCCUPATIONAL EXPLORATION AND WORK EXPERIENCE RELEVANT TO GENERAL EDUCATION. FINAL REPORT. 991

VT 101 158
REPORT OF THE CAREER EXPLORATION PROGRAM FOR JUNIOR HIGH SCHOOLS IN NEW BRITAIN. 1012

PROGRAM PROPOSALS
VT 101 169
PROJECT CAREER (COMPUTER ASSISTED RESEARCH FOR EDUCATIONAL RELEVANCE). PROPOSAL PACKAGE FOR FISCAL YEAR 1975. 1016

VT 101 170
PROJECT CEDIS (CAREER EDUCATION DISSEMINATION SERVICES). PROPOSAL APPLICATION FOR FISCAL YEAR 1975. 1016

PROGRAMED INSTRUCTION
VT 101 194
WESTBROOK EDUCATES FOR BUSINESS RESEARCH AND DEVELOPMENT PROJECT. FINAL REPORT. 1025

PROJECTS
VT 101 066
RESEARCH AND DEVELOPMENT PROJECTS IN CAREER EDUCATION. FINAL REPORT. 981

RECIDIVISM
VT 101 166
COORDINATION OF FIELD SERVICES FOR STUDENTS HAVING COMPLETED A VOCATIONAL TRAINING PROGRAM AT THE YOUTH DEVELOPMENT CENTER AND RETURNED TO THEIR HOME COMMUNITY. FINAL REPORT. 1015

RECRUITMENT
VT 101 181
AGRICULTURAL TEACHER EDUCATION RECRUITING PRACTICES IN THE SOUTHERN REGION. 1021

RELEVANCE (EDUCATION)
VT 101 064
A COMPREHENSIVE VOCATIONAL EDUCATION PROGRAM FOR CAREER DEVELOPMENT IN GRADES K-14. FINAL REPORT. APPENDIX. 980

VT 101 138
A STUDY TO DETERMINE THE CORRELATION AMONG STUDENT INTERESTS, VOCATIONAL COURSES PURSUED AND JOB ENTRY OCCUPATIONAL CHOICES. 1005

VT 101 183
A SURVEY TO FOLLOW-UP ON GRADUATES OF SUNNYSIDE HIGH SCHOOL TO DETERMINE VOCATIONAL PLACEMENT. FINAL REPORT. 1021

RESEARCH PROJECTS
VT 101 171
ASSESSMENT OF TRAINING NEEDS OF ADULTS IN MOHAVE COUNTY. FINAL REPORT. 1017

RESOURCE CENTERS
VT 101 074
COORDINATED EFFORT FOR CAREER EDUCATION. INTERIM REPORT. 983

VT 101 124
CAREER RESOURCE CENTER AND SATELLITE CENTER SERVICES EVALUATION. FINAL REPORT. 1001

VT 101 131
EVALUATION OF SELECTED CAREER RESOURCE CENTERS IN PENNSYLVANIA. FINAL REPORT. 1003

VT 101 164
MODEL CAREER RESOURCE CENTER. FINAL REPORT. 1014

VT 101 165
MODEL CAREER RESOURCE CENTERS IN SCHOOLS FOR THE SYSTEMATIC PURPOSEFUL USE OF CAREER INFORMATION SUPPORTED BY A STATE INFORMATION PREPARATION AGENCY. FINAL REPORT. 1015

RESOURCE MATERIALS
VT 101 074
COORDINATED EFFORT FOR CAREER EDUCATION. INTERIM REPORT. 983

RESOURCE UNITS
VT 101 098
AN EXEMPLARY PROGRAM FOR CAREER EDUCATION. INTERIM REPORT. 992

SUBJECT INDEX

PAGE

RETAILING
VT 101 126 1001
DEVELOPMENT OF A MODEL FOR A SMALL STORE OPERATION FOR FASHION MERCHANDISING STUDENTS TO BE UTILIZED BY INSTRUCTORS IN FASHION MERCHANDISING PROGRAMS. FINAL REPORT.

RURAL EDUCATION
VT 101 078 985
CAREER DEVELOPMENT AND MEANINGFUL EXPLORATORY EXPERIENCES TO MIDDLE SCHOOL STUDENTS IN SOUTHERN INDIANA UTILIZING MOBILE DESIGN EDUCATIONAL UNITS. INTERIM REPORT.

RURAL SCHOOL SYSTEMS
VT 101 078 985
CAREER DEVELOPMENT AND MEANINGFUL EXPLORATORY EXPERIENCES TO MIDDLE SCHOOL STUDENTS IN SOUTHERN INDIANA UTILIZING MOBILE DESIGN EDUCATIONAL UNITS. INTERIM REPORT.
VT 101 089 989
IMPLEMENTATION OF A PROGRAM AND DELIVERY SYSTEM FOR COMPREHENSIVE CAREER EDUCATION IN A RURAL AREA. INTERIM REPORT.

RURAL SCHOOLS
VT 101 076 984
AN EXEMPLARY CAREER EDUCATION PROJECT FOR SOUTHEAST ARKANSAS. INTERIM REPORT.
VT 101 098 992
AN EXEMPLARY PROGRAM FOR CAREER EDUCATION. INTERIM REPORT.

RURAL YOUTH
VT 101 076 984
AN EXEMPLARY CAREER EDUCATION PROJECT FOR SOUTHEAST ARKANSAS. INTERIM REPORT.
VT 101 125 1001
DEVELOPMENTAL PROGRAMS IN DISTRIBUTIVE EDUCATION. FINAL REPORT.

RUTGERS UNIVERSITY
VT 101 073 983
AN IN-DEPTH STUDY OF THE INTERNSHIP CONCEPT AS PART OF THE DOCTORAL PROGRAM IN VOCATIONAL-TECHNICAL EDUCATION. FINAL REPORT. PARTS I-V AND ABSTRACT.

PAGE

SCHOOL ADMINISTRATIVE DISTRICT 9 OF MAINE
VT 101 063 980
RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION. FINAL REPORT.

SCHOOL INDUSTRY RELATIONSHIP
VT 101 107 995
START-UP TRAINING IN MISSISSIPPI. PROGRAM DEVELOPMENT GUIDE.
VT 101 150 1010
PROJECT SHARE. RESEARCH AND DEVELOPMENT PROJECT IN ACQUIRING SUPPLIES AND EQUIPMENT FOR VOCATIONAL-TECHNICAL EDUCATION. FINAL REPORT.
VT 101 155 1011
MANPOWER SURVEY PROJECT: A SURVEY OF INDUSTRY OPINION.

SCHOOL ORGANIZATION
VT 101 168 1016
THE DEVELOPMENT OF INVENTORY-OPINIONNAIRE INSTRUMENTS. FINAL REPORT.

SCHOOL SHOPS
VT 101 119 999
CHARACTERISTICS OF VOCATIONAL-TECHNICAL INSTRUCTORS AND THEIR RELATIONSHIP TO STUDENT SHOP ACHIEVEMENT.
VT 101 120 999
SHOP ACHIEVEMENT AS AN OUTCOME OF ONE YEAR VERSUS TWO YEARS OF AVTS INSTRUCTION.

SCHOOL SPACE
VT 101 128 1002
OPEN SPACE CONCEPT IN BUSINESS EDUCATION.

SCHOOL SURVEYS
VT 101 184 1022
FINAL CAREER EMPLOYABILITY PROGRAM. FINAL REPORT.

SCHOOL VISITATION
VT 101 191 1024
NINE RHODE ISLAND CAREER EDUCATION PROJECTS. EVALUATION.

SECONDARY SCHOOL STUDENTS
VT 101 132 1003
THE RELATIONSHIP BETWEEN A DEVELOPING CAREER EDUCATION PROGRAM AND THE CAREER MATURITY OF SECONDARY SCHOOL STUDENTS.

SUBJECT INDEX

PAGE

VT 101 149 1009
TOTAL CAREER EDUCATION PROJECT. MONTICELLO. FINAL REPORT.

SECONDARY SCHOOLS
VT 101 131 1003
EVALUATION OF SELECTED CAREER RESOURCE CENTERS IN PENNSYLVANIA. FINAL REPORT.

SERVICE OCCUPATIONS
VT 101 136 1005
PORTER COUNTY MANAGEMENT TRAINING CENTER.
VT 101 180 1020
A SHELTERED WORK EXPERIENCE CENTERED VOCATIONAL CURRICULUM FOR LOW ACHIEVING STUDENTS. FINAL REPORT.

SERVICE STATION ATTENDANTS
VT 101 136 1005
PORTER COUNTY MANAGEMENT TRAINING CENTER.

SHARED SERVICES
VT 101 150 1010
PROJECT SHARE. RESEARCH AND DEVELOPMENT PROJECT IN ACQUIRING SUPPLIES AND EQUIPMENT FOR VOCATIONAL-TECHNICAL EDUCATION. FINAL REPORT.

SIMULATION
VT 101 125 1001
DEVELOPMENTAL PROGRAMS IN DISTRIBUTIVE EDUCATION. FINAL REPORT.

SLIDES
VT 101 145 1008
THE DEVELOPMENT AND TESTING OF SINGLE OCCUPATION FILM LOOPS AND 135MM COLOR SLIDES FOR USE WITH SECONDARY AND POST-SECONDARY STUDENTS. FINAL REPORT.

SOUTHWESTERN INDIANA
VT 101 073 985
CAREER DEVELOPMENT AND MEANINGFUL EXPLORATORY EXPERIENCES TO MIDDLE SCHOOL STUDENTS IN SOUTHERN INDIANA UTILIZING MOBILE DESIGN EDUCATIONAL UNITS. INTERIM REPORT.

SPACE UTILIZATION
VT 101 129 1002
OPEN SPACE CONCEPT IN BUSINESS EDUCATION.

SPANISH SPEAKING
VT 101 173 1017
DETERMINATION OF SPANISH SURNAMED IMPRESSIONS OF EDUCATIONAL RELEVANCY.

SPECIAL PROGRAMS
VT 101 189 1023
EMMA PENDLETON BRADLEY HOSPITAL "BRADLEY PRE-VOCATIONAL PROGRAMS". 1973-74. FINAL EVALUATION REPORT.

SPRINGFIELD OREGON SCHOOL DISTRICT
VT 101 094 990
COMPREHENSIVE CAREER EDUCATION PROCESS IN SPRINGFIELD PUBLIC SCHOOLS. INTERIM REPORT.

STATE COLLEGE AREA SCHOOL DISTRICT
VT 101 164 1014
MODEL CAREER RESOURCE CENTER. FINAL REPORT.

STATE PROGRAMS
VT 101 162 1014
VOCATIONAL EDUCATION EFFORT IN IOWA. 1972 REPORT.
VT 101 163 1014
CAREER EDUCATION EFFORT IN IOWA. 1973 REPORT.

STATE SCHOOL DISTRICT RELATIONSHIP
VT 101 168 1016
THE DEVELOPMENT OF INVENTORY-OPINIONNAIRE INSTRUMENTS. FINAL REPORT.

STATEWIDE PLANNING
VT 101 072 982
THE DEVELOPMENT AND DEMONSTRATION OF A FUNCTIONAL MODEL SYSTEM OF OCCUPATIONAL EDUCATION IN WYOMING PUBLIC EDUCATION, K-14. FINAL REPORT.
VT 101 162 1014
VOCATIONAL EDUCATION EFFORT IN IOWA. 1972 REPORT.
VT 101 163 1014
CAREER EDUCATION EFFORT IN IOWA. 1973 REPORT.

STUDENT ATTITUDES
VT 101 093 990
PALS (PONTIAC ADULT-STUDENT LEARNING SYSTEM). INTERNAL EVALUATION REPORT.
VT 101 135 1004
A COMPARATIVE ANALYSIS OF STUDENT ATTITUDES TOWARD INDIVIDUALIZED AND TRADITIONAL INSTRUCTION. FINAL REPORT.

SUBJECT INDEX

PAGE

VT 101 173 1017
DETERMINATION OF SPANISH SURNAMED IMPRESSIONS OF EDUCATIONAL RELEVANCY.

STUDENT CHARACTERISTICS
VT 101 109 995
AN ANALYSIS OF SELECTED CHARACTERISTICS OF STUDENTS IN CLERICAL SKILLS LABORATORIES COMPARED TO STUDENTS IN TRADITIONAL CLERICAL SKILLS TRAINING CLASSES. FINAL REPORT.
VT 101 112 996
A STUDY OF COMMUNITY COLLEGE STUDENTS WHO ARE GRADUATES OF VOCATIONAL TECHNICAL AND COLLEGE PREPARATORY HIGH SCHOOL CURRICULUMS. FINAL REPORT.
VT 101 117 998
CAUSAL RELATIONSHIPS OF STUDENT CHARACTERISTICS RELATED TO SATISFACTION IN POST HIGH SCHOOL EMPLOYMENT.
VT 101 118 998
THE RELATIONSHIP OF HIGH SCHOOL CURRICULUM AND OTHER IN-SCHOOL CHARACTERISTICS TO EMPLOYMENT SUCCESS ONE YEAR AFTER GRADUATION.
VT 101 121 1000
THE NINTH GRADE CHARACTERISTICS OF STUDENTS ENROLLED IN SELECTED AVTS PROGRAMS IN TWELFTH GRADE.
VT 101 122 1000
THE NINTH GRADE CHARACTERISTICS OF STUDENTS ENTERING DIFFERENT TENTH GRADE CURRICULA: VDS HAZLETON SAMPLE.
VT 101 123 1000
THE NINTH GRADE CHARACTERISTICS OF STUDENTS ENTERING DIFFERENT TENTH GRADE CURRICULA: VDS WILLIAMSPORT SAMPLE.
VT 101 153 1011
BIOGRAPHICAL INFORMATION ON PEOPLE WHO ENROLLED IN THE FULL-TIME DAY PROGRAMS OF THE MINNESOTA AREA VOCATIONAL-TECHNICAL INSTITUTES BETWEEN JULY 1, 1972, AND JUNE 30, 1973. SUMMARY OF ALL ENROLLEES: ACROSS THE STATE.

PAGE

STUDENT ENROLLMENT
VT 101 153 1011
BIOGRAPHICAL INFORMATION ON PEOPLE WHO ENROLLED IN THE FULL-TIME DAY PROGRAMS OF THE MINNESOTA AREA VOCATIONAL-TECHNICAL INSTITUTES BETWEEN JULY 1, 1972, AND JUNE 30, 1973. SUMMARY OF ALL ENROLLEES: ACROSS THE STATE.
VT 101 161 1013
A SURVEY OF SELECTED ASPECTS OF DISTRIBUTIVE EDUCATION PROGRAMS IN THE UNITED STATES.

STUDENT INTERESTS
VT 101 174 1018
A SURVEY TO ASCERTAIN VOCATIONAL HOME ECONOMICS NEEDS IN TUCSON SCHOOL DISTRICT NO. 1. FINAL REPORT.

STUDENT OPINION
VT 101 135 1004
A COMPARATIVE ANALYSIS OF STUDENT ATTITUDES TOWARD INDIVIDUALIZED AND TRADITIONAL INSTRUCTION. FINAL REPORT.

STUDENT ORGANIZATIONS
VT 101 159 1013
PERCEPTIONS OF ALABAMA SUPERINTENDENTS AND PRINCIPALS OF VOCATIONAL YOUTH ORGANIZATIONS.

STUDENT REHABILITATION
VT 101 177 1019
VOCATIONAL AND COMPENSATORY EDUCATION CURRICULUM FOR THE REHABILITATION OF SOCIALLY AND ECONOMICALLY DEPRIVED YOUTH. FINAL REPORT.

STUDENT TEACHERS
VT 101 115 997
THE ATTITUDES OF SELECTED STUDENT TEACHERS AT OKLAHOMA STATE UNIVERSITY TOWARD THE PHYSICALLY DISABLED.

SUCCESS FACTORS
VT 101 099 992
A COMPARISON OF IDENTIFIED TEACHING SUCCESS CHARACTERISTICS OF ADULT VOCATIONAL TEACHERS WITH THEIR ATTITUDE INVENTORY SCORES.
VT 101 118 998
THE RELATIONSHIP OF HIGH SCHOOL CURRICULUM AND OTHER IN-SCHOOL CHARACTERISTICS TO EMPLOYMENT SUCCESS ONE YEAR AFTER GRADUATION.

PAGE

VT 101 119 999
CHARACTERISTICS OF VOCATIONAL-TECHNICAL INSTRUCTORS AND THEIR RELATIONSHIP TO STUDENT SHOP ACHIEVEMENT.

VT 101 120 999
SHOP ACHIEVEMENT AS AN OUTCOME OF ONE YEAR VERSUS TWO YEARS OF AVTS INSTRUCTION.

SUMMATIVE EVALUATION
VT 101 106 994
CONCORD CAREER EDUCATION PROJECT. FINAL EVALUATION REPORT.

SUNNYSIDE HIGH SCHOOL
VT 101 183 1021
A SURVEY TO FOLLOW-UP ON GRADUATES OF SUNNYSIDE HIGH SCHOOL TO DETERMINE VOCATIONAL PLACEMENT. FINAL REPORT.

SURVEYS
VT 101 071 982
PERCEIVED PRIORITIES AND ACHIEVEMENTS OF OCCUPATIONAL ADVISORY COMMITTEE FUNCTIONS IN THE WISCONSIN VOCATIONAL, TECHNICAL AND ADULT EDUCATION SYSTEM.

TASK ANALYSIS
VT 101 101 993
A TASK ANALYSIS OF VOCATIONAL-TECHNICAL-ADULT SCHOOL COORDINATORS IN THE STATE OF WISCONSIN. FINAL REPORT.

VT 101 175 1018
TASK ANALYSIS OPTOMETRIC ASSISTANT. FINAL REPORT.

TEACHER ATTITUDES
VT 101 082 986
WORK VALUES AND JOB ATTITUDES HELD BY NEW TEACHERS IN VOCATIONAL EDUCATION IN MISSISSIPPI.

VT 101 099 992
A COMPARISON OF IDENTIFIED TEACHING SUCCESS CHARACTERISTICS OF ADULT VOCATIONAL TEACHERS WITH THEIR ATTITUDE INVENTORY SCORES.

VT 101 115 997
THE ATTITUDES OF SELECTED STUDENT TEACHERS AT OKLAHOMA STATE UNIVERSITY TOWARD THE PHYSICALLY DISABLED.

VT 101 176 1018
INTER-DISCIPLINARY APPROACH TO CAREER DEVELOPMENT THROUGH A HIGH SCHOOL PROGRAM OF OCCUPATIONAL EDUCATION. FINAL REPORT.

PAGE

VT 101 200 1027
PROFESSIONAL GROWTH WEEK-II, 1974 FOR VOCATIONAL, TECHNICAL AND ADULT EDUCATION INSTRUCTORS AND APPENDIXES.

TEACHER CERTIFICATION
VT 101 114 997
FEASIBILITY OF CONTINUING EDUCATION FOR SECONDARY FOOD SERVICE INSTRUCTORS IN PENNSYLVANIA BASED ON CERTIFICATION NEEDS, SELF-PERCEIVED ACADEMIC NEEDS, AND INTEREST. FINAL REPORT.

TEACHER CHARACTERISTICS
VT 101 099 992
A COMPARISON OF IDENTIFIED TEACHING SUCCESS CHARACTERISTICS OF ADULT VOCATIONAL TEACHERS WITH THEIR ATTITUDE INVENTORY SCORES.

VT 101 119 999
CHARACTERISTICS OF VOCATIONAL-TECHNICAL INSTRUCTORS AND THEIR RELATIONSHIP TO STUDENT SHOP ACHIEVEMENT.

TEACHER EDUCATION
VT 101 114 997
FEASIBILITY OF CONTINUING EDUCATION FOR SECONDARY FOOD SERVICE INSTRUCTORS IN PENNSYLVANIA BASED ON CERTIFICATION NEEDS, SELF-PERCEIVED ACADEMIC NEEDS, AND INTEREST. FINAL REPORT.

TEACHER EDUCATION CURRICULUM
VT 101 080 985
ASSESSMENT OF PRESERVICE VOCATIONAL TEACHER EDUCATION IN MISSISSIPPI.

VT 101 081 986
ASSESSMENT OF IN-SERVICE VOCATIONAL TEACHER EDUCATION IN MISSISSIPPI.

VT 101 114 997
FEASIBILITY OF CONTINUING EDUCATION FOR SECONDARY FOOD SERVICE INSTRUCTORS IN PENNSYLVANIA BASED ON CERTIFICATION NEEDS, SELF-PERCEIVED ACADEMIC NEEDS, AND INTEREST. FINAL REPORT.

TEACHER EVALUATION
VT 101 103 993
INSTRUCTOR PERFORMANCE APPRAISAL IN COMMUNITY COLLEGES.

SUBJECT INDEX

BEST COPY AVAILABLE

PAGE

TEACHER IMPROVEMENT
VT 101 200 1027
PROFESSIONAL GROWTH WEEK-II, 1974 FOR VOCATIONAL, TECHNICAL AND ADULT EDUCATION INSTRUCTORS AND APPENDIXES.

TEACHER PROGRAMS
VT 101 100 992
TEACHER TRAINING IN CAREER EDUCATION. FINAL REPORT.

TEACHER RATING
VT 101 099 992
A COMPARISON OF IDENTIFIED TEACHING SUCCESS CHARACTERISTICS OF ADULT VOCATIONAL TEACHERS WITH THEIR ATTITUDE INVENTORY SCORES.

TEACHER SALARIES
VT 101 161 1013
A SURVEY OF SELECTED ASPECTS OF DISTRIBUTIVE EDUCATION PROGRAMS IN THE UNITED STATES.

TEACHER SEMINARS
VT 101 200 1027
PROFESSIONAL GROWTH WEEK-II, 1974 FOR VOCATIONAL, TECHNICAL AND ADULT EDUCATION INSTRUCTORS AND APPENDIXES.

TEACHER WORKSHOPS
VT 101 100 992
TEACHER TRAINING IN CAREER EDUCATION. FINAL REPORT.
VT 101 146 1008
CAREER AWARENESS CURRICULUM PROJECT: K-6. (EXEMPLARY PROJECT). FINAL REPORT.

TEACHING EXPERIENCE
VT 101 119 999
CHARACTERISTICS OF VOCATIONAL-TECHNICAL INSTRUCTORS AND THEIR RELATIONSHIP TO STUDENT SHOP ACHIEVEMENT.

TEACHING METHODS
VT 101 109 995
AN ANALYSIS OF SELECTED CHARACTERISTICS OF STUDENTS IN CLERICAL SKILLS LABORATORIES COMPARED TO STUDENTS IN TRADITIONAL CLERICAL SKILLS TRAINING CLASSES. FINAL REPORT.
VT 101 135 1004
A COMPARATIVE ANALYSIS OF STUDENT ATTITUDES TOWARD INDIVIDUALIZED AND TRADITIONAL INSTRUCTION. FINAL REPORT.

PAGE

TECHNICAL EDUCATION
VT 101 104 994
DEVELOPMENT OF INSTRUCTIONAL MATERIALS FOR TELEPHONE TECHNICIANS TRAINING (ITPTT). FINAL REPORT.
VT 101 155 1011
MANPOWER SURVEY PROJECT: A SURVEY OF INDUSTRY OPINION.
VT 101 186 1022
IMPLEMENTING A YEAR-ROUND OPEN-ENDED EDUCATIONAL PROGRAM. PHASE I. FINAL REPORT.

TECHNICAL INSTITUTES
VT 101 128 1002
THE NORTH CENTRAL ASSOCIATION: ITS CHANGE AGENT ROLE ON ADMINISTRATIVE PRACTICES, POLICIES AND PROCEDURES IN WISCONSIN TECHNICAL INSTITUTES. FINAL REPORT.

TELEPHONE COMMUNICATION SYSTEMS
VT 101 104 994
DEVELOPMENT OF INSTRUCTIONAL MATERIALS FOR TELEPHONE TECHNICIANS TRAINING (ITPTT). FINAL REPORT.

TELEVISION REPAIRMEN
VT 101 182 1021
EMPLOYMENT TRENDS AND VOCATIONAL PLANNING INFORMATION FOR RADIO AND TELEVISION REPAIR TECHNICIANS IN ALABAMA.

TESTING
VT 101 154 1011
TESTING THE OHIO CAREER DEVELOPMENT PROGRAM.

TESIS
VT 101 154 1011
TESTING THE OHIO CAREER DEVELOPMENT PROGRAM.

TEXAS
VT 101 066 981
RESEARCH AND DEVELOPMENT PROJECTS IN CAREER EDUCATION. FINAL REPORT.

TRAINING LABORATORIES
VT 101 126 1001
DEVELOPMENT OF A MODEL FOR A SMALL STORE OPERATION FOR FASHION MERCHANDISING STUDENTS TO BE UTILIZED BY INSTRUCTORS IN FASHION MERCHANDISING PROGRAMS. FINAL REPORT.

BEST COPY AVAILABLE

SUBJECT INDEX

TRAINING OBJECTIVES PAGE 995
VT 101 107
START-UP TRAINING IN MISSISSIPPI. PROGRAM DEVELOPMENT GUIDE.

TRANSFER STUDENTS PAGE 1025
VT 101 193
CONSORTIUM PROGRAM IN HIGHER EDUCATION. (EXEMPLARY PROJECT). FINAL REPORT. EVALUATION.

TRANSFERS PAGE 1010
VT 101 151
STUDENT TERMINATIONS FROM FULL-TIME DAY PROGRAMS OF THE MINNESOTA AREA VOCATIONAL-TECHNICAL INSTITUTES BETWEEN JULY 1, 1972, AND JUNE 30, 1973. SUMMARY OF ALL TERMINATIONS; ACROSS THE STATE.

TREES PAGE 1026
VT 101 196
OCCUPATIONAL COURSE IN TREE HARVESTING. A VOCATIONAL EDUCATION EDUCATION EXEMPLARY PROJECT. FINAL REPORT.

TUCSON PUBLIC SCHOOLS PAGE 989
VT 101 091
TUCSON MODEL CITIES EXEMPLARY VOCATIONAL EDUCATION PROGRAM. FINAL REPORT.

TULSA PUBLIC SCHOOLS PAGE 981
VT 101 067
AN EXEMPLARY COMPREHENSIVE OCCUPATIONAL ORIENTATION VOCATIONAL EDUCATION PROGRAM FOR TULSA PUBLIC SCHOOLS. FINAL REPORT. FINAL EVALUATION REPORT.

TUTORIAL PROGRAMS PAGE 988
VT 101 086
EACH ONE TEACH ONE: A STUDENT TUTORIAL PROGRAM FOR THE ACADEMICALLY DISADVANTAGED. INTERIM REPORT.

TYPEWRITING PAGE 1025
VT 101 194
WESTBROOK EDUCATES FOR BUSINESS RESEARCH AND DEVELOPMENT PROJECT. FINAL REPORT.

USE STUDIES PAGE 991
VT 101 097
INFORMATION RETRIEVAL DEMONSTRATION AND RESEARCH PROJECT. FINAL REPORT.

VALIDITY PAGE 1017
VT 101 172
FOLLOW-UP OF THE PLANS OF INDIANA HIGH SCHOOL SENIORS IN THE CLASS OF 1972. A VALIDATION STUDY OF "82,000 HIGH SCHOOL SENIORS - THEIR EDUCATIONAL AND VOCATIONAL PLANS".

VOCATIONAL ADJUSTMENT PAGE 1015
VT 101 166
COORDINATION OF FIELD SERVICES FOR STUDENTS HAVING COMPLETED A VOCATIONAL TRAINING PROGRAM AT THE YOUTH DEVELOPMENT CENTER AND RETURNED TO THEIR HOME COMMUNITY. FINAL REPORT.

VOCATIONAL AGRICULTURE PAGE 981
VT 101 068
FUNCTION-TASK-COMPETENCY APPROACH TO CURRICULUM DEVELOPMENT IN VOCATIONAL EDUCATION IN AGRICULTURE. PROFESSIONAL COMPETENCIES POSSESSED AND NEEDED BY VOCATIONAL INSTRUCTORS IN AGRICULTURE AND WHEN THEY SHOULD BE DEVELOPED.

VOCATIONAL AGRICULTURE TEACHERS PAGE 981
VT 101 068
FUNCTION-TASK-COMPETENCY APPROACH TO CURRICULUM DEVELOPMENT IN VOCATIONAL EDUCATION IN AGRICULTURE. PROFESSIONAL COMPETENCIES POSSESSED AND NEEDED BY VOCATIONAL INSTRUCTORS IN AGRICULTURE AND WHEN THEY SHOULD BE DEVELOPED.
VT 101 181 PAGE 1021
AGRICULTURAL TEACHER EDUCATION RECRUITING PRACTICES IN THE SOUTHERN REGION.

VOCATIONAL COUNSELING PAGE 980
VT 101 064
A COMPREHENSIVE VOCATIONAL EDUCATION PROGRAM FOR CAREER DEVELOPMENT IN GRADES K-14. FINAL REPORT. APPENDIX.
VT 101 077 PAGE 984
A CAREER EDUCATION COUNSELING PROJECT. INTERIM REPORT.
VT 101 180 PAGE 1020
A SHELTERED WORK EXPERIENCE CENTERED VOCATIONAL CURRICULUM FOR LOW ACHIEVING STUDENTS. FINAL REPORT.

VOCATIONAL DEVELOPMENT PAGE 980
VT 101 363
RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION. FINAL REPORT.

SUBJECT INDEX

BEST COPY AVAILABLE

PAGE

VT 101 065 980
AN EXEMPLARY PROGRAM FOR OCCUPATIONAL PREPARATION. FINAL REPORT.

VT 101 066 981
RESEARCH AND DEVELOPMENT PROJECTS IN CAREER EDUCATION. FINAL REPORT.

VT 101 067 981
AN EXEMPLARY COMPREHENSIVE OCCUPATIONAL ORIENTATION VOCATIONAL EDUCATION PROGRAM FOR TULSA PUBLIC SCHOOLS. FINAL REPORT. FINAL EVALUATION REPORT.

VT 101 077 984
A CAREER EDUCATION COUNSELING PROJECT. INTERIM REPORT.

VT 101 078 985
CAREER DEVELOPMENT AND MEANINGFUL EXPLORATORY EXPERIENCES TO MIDDLE SCHOOL STUDENTS IN SOUTHERN INDIANA UTILIZING MOBILE DESIGN EDUCATIONAL UNITS. INTERIM REPORT.

VT 101 087 988
PONTIAC ADULT-STUDENT LEARNING SYSTEM. INTERIM REPORT.

VT 101 088 988
TRI-CULTURAL VOCATIONAL EXPLORATORY CAREER AND WORK EXPERIENCE EDUCATION PROGRAM. FINAL REPORT.

VT 101 089 989
IMPLEMENTATION OF A PROGRAM AND DELIVERY SYSTEM FOR COMPREHENSIVE CAREER EDUCATION IN A RURAL AREA. INTERIM REPORT.

VT 101 091 989
TUCSON MODEL CITIES EXEMPLARY VOCATIONAL EDUCATION PROGRAM. FINAL REPORT.

VT 101 094 990
COMPREHENSIVE CAREER EDUCATION PROCESS IN SPRINGFIELD PUBLIC SCHOOLS. INTERIM REPORT.

VT 101 095 991
ORIENTATION WORK-STUDY-PLACEMENT PROGRAM. FINAL REPORT.

VT 101 096 991
PROJECT VIGOR: VOCATIONAL CLUSTER EDUCATION, INTEGRATED AND ARTICULATED GRADES 1 THROUGH 14 WITH GUIDANCE SERVICES, OCCUPATIONAL EXPLORATION AND WORK EXPERIENCE RELEVANT TO GENERAL EDUCATION. FINAL REPORT.

VT 101 113 997
RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION. FINAL REPORT.

PAGE

VT 101 117 998
CAUSAL RELATIONSHIPS OF STUDENT CHARACTERISTICS RELATED TO SATISFACTION IN POST HIGH SCHOOL EMPLOYMENT.

VT 101 118 998
THE RELATIONSHIP OF HIGH SCHOOL CURRICULUM AND OTHER IN-SCHOOL CHARACTERISTICS TO EMPLOYMENT SUCCESS ONE YEAR AFTER GRADUATION.

VT 101 120 999
SHOP ACHIEVEMENT AS AN OUTCOME OF ONE YEAR VERSUS TWO YEARS OF AVTS INSTRUCTION.

VT 101 121 1000
THE NINTH GRADE CHARACTERISTICS OF STUDENTS ENROLLED IN SELECTED AVTS PROGRAMS IN TWELFTH GRADE.

VT 101 122 1000
THE NINTH GRADE CHARACTERISTICS OF STUDENTS ENTERING DIFFERENT TENTH GRADE CURRICULA: VDS HAZLETON SAMPLE.

VT 101 123 1000
THE NINTH GRADE CHARACTERISTICS OF STUDENTS ENTERING DIFFERENT TENTH GRADE CURRICULA: VDS WILLIAMSPORT SAMPLE.

VT 101 127 1002
A FOLLOW-UP STUDY OF THE POST SCHOOL EMPLOYMENT SUCCESS OF GRADUATES FROM FOUR HIGH SCHOOL SPECIAL EDUCATION PROGRAMS IN THE MIDWESTERN INTERMEDIATE UNIT IV IN PENNSYLVANIA FOR THE SCHOOL YEARS 1969-70, 1970-71, AND 1971-72. FINAL REPORT.

VT 101 140 1006
PRE-VOCATIONAL PROGRAM AT A MIDDLE SCHOOL.

VT 101 154 1011
TESTING THE OHIO CAREER DEVELOPMENT PROGRAM.

VT 101 156 1012
INFLUENCES ON THE CAREER DEVELOPMENT OF ELEMENTARY SCHOOL CHILDREN.

VT 101 157 1012
CONTEMPORARY CURRICULUM FOR CAREER DEVELOPMENT. FINAL REPORT. OCTOBER 1, 1970-JUNE 30, 1973. EVALUATION REPORT.

VT 101 158 1012
REPORT OF THE CAREER EXPLORATION PROGRAM FOR JUNIOR HIGH SCHOOLS IN NEW BRITAIN.

VT 101 164 1014
MODEL CAREER RESOURCE CENTER. FINAL REPORT.

BEST COPY AVAILABLE

SUBJECT INDEX

PAGE

VT 101 165 1015
MODEL CAREER RESOURCE CENTERS IN SCHOOLS FOR THE SYSTEMATIC PURPOSEFUL USE OF CAREER INFORMATION SUPPORTED BY A STATE INFORMATION PREPARATION AGENCY. FINAL REPORT.

VT 101 176 1018
INTER-DISCIPLINARY APPROACH TO CAREER DEVELOPMENT THROUGH A HIGH SCHOOL PROGRAM OF OCCUPATIONAL EDUCATION. FINAL REPORT.

VOCATIONAL DEVELOPMENT STUDY

VT 101 117 998
CAUSAL RELATIONSHIPS OF STUDENT CHARACTERISTICS RELATED TO SATISFACTION IN POST HIGH SCHOOL EMPLOYMENT.

VT 101 118 998
THE RELATIONSHIP OF HIGH SCHOOL CURRICULUM AND OTHER IN-SCHOOL CHARACTERISTICS TO EMPLOYMENT SUCCESS ONE YEAR AFTER GRADUATION.

VT 101 119 999
CHARACTERISTICS OF VOCATIONAL-TECHNICAL INSTRUCTORS AND THEIR RELATIONSHIP TO STUDENT SHOP ACHIEVEMENT.

VT 101 120 999
SHOP ACHIEVEMENT AS AN OUTCOME OF ONE YEAR VERSUS TWO YEARS OF AVTS INSTRUCTION.

VT 101 121 1000
THE NINTH GRADE CHARACTERISTICS OF STUDENTS ENROLLED IN SELECTED AVTS PROGRAMS IN TWELFTH GRADE.

VT 101 122 1000
THE NINTH GRADE CHARACTERISTICS OF STUDENTS ENTERING DIFFERENT TENTH GRADE CURRICULA: VDS HAZLETON SAMPLE.

VT 101 123 1000
THE NINTH GRADE CHARACTERISTICS OF STUDENTS ENTERING DIFFERENT TENTH GRADE CURRICULA: VDS WILLIAMSPORT SAMPLE.

VOCATIONAL DIRECTORS

VT 101 084 987
A MODEL TO EVALUATE INSERVICE PERSONNEL DEVELOPMENT IN VOCATIONAL-TECHNICAL EDUCATION.

VOCATIONAL EDUCATION

VT 101 063 980
RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION. FINAL REPORT.

VT 101 065 980
AN EXEMPLARY PROGRAM FOR OCCUPATIONAL PREPARATION. FINAL REPORT.

VT 101 066 981
RESEARCH AND DEVELOPMENT PROJECTS IN CAREER EDUCATION. FINAL REPORT.

VT 101 069 982
COMMUNITY RESOURCE MANAGEMENT TRAINING FOR KENTUCKY PROBATION AND PAROLE OFFICERS. REPORT OF A PILOT-DEMONSTRATION PROJECT.

VT 101 071 982
PERCEIVED PRIORITIES AND ACHIEVEMENTS OF OCCUPATIONAL ADVISORY COMMITTEE FUNCTIONS IN THE WISCONSIN VOCATIONAL, TECHNICAL AND ADULT EDUCATION SYSTEM.

VT 101 072 982
THE DEVELOPMENT AND DEMONSTRATION OF A FUNCTIONAL MODEL SYSTEM OF OCCUPATIONAL EDUCATION IN WYOMING PUBLIC EDUCATION, K-14. FINAL REPORT.

VT 101 073 983
AN IN-DEPTH STUDY OF THE INTERNSHIP CONCEPT AS PART OF THE DOCTORAL PROGRAM IN VOCATIONAL-TECHNICAL EDUCATION. FINAL REPORT. PARTS I-V AND ABSTRACT.

VT 101 076 984
AN EXEMPLARY CAREER EDUCATION PROJECT FOR SOUTHEAST ARKANSAS. INTERIM REPORT.

VT 101 079 985
PROJECT RACE: RESEARCHED ACTIVITIES FOR CAREER EDUCATION. INTERIM REPORT.

VT 101 087 988
PONTIAC ADULT-STUDENT LEARNING SYSTEM. INTERIM REPORT.

VT 101 088 988
TRI-CULTURAL VOCATIONAL EXPLORATORY CAREER AND WORK EXPERIENCE EDUCATION PROGRAM. FINAL REPORT.

VT 101 089 989
IMPLEMENTATION OF A PROGRAM AND DELIVERY SYSTEM FOR COMPREHENSIVE CAREER EDUCATION IN A RURAL AREA. INTERIM REPORT.

VT 101 091 989
TUCSON MODEL CITIES EXEMPLARY VOCATIONAL EDUCATION PROGRAM. FINAL REPORT.

VT 101 092 990
EXEMPLARY VOCATIONAL EDUCATION PROGRAM BASED ON ENVIRONMENTAL STUDIES K-14. FINAL REPORT.

SUBJECT INDEX

BEST COPY AVAILABLE

PAGE

VT 101 095 991
ORIENTATION WORK-STUDY-PLACEMENT PROGRAM. FINAL REPORT.

VT 101 110 996
PENNSYLVANIA VOCATIONAL EDUCATION CURRICULUM CENTER. JANUARY 1973-JUNE 1973. FINAL REPORT.

VT 101 113 997
RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION. FINAL REPORT.

VT 101 117 998
CAUSAL RELATIONSHIPS OF STUDENT CHARACTERISTICS RELATED TO SATISFACTION IN POST HIGH SCHOOL EMPLOYMENT.

VT 101 120 999
SHOP ACHIEVEMENT AS AN OUTCOME OF ONE YEAR VERSUS TWO YEARS OF AVTS INSTRUCTION.

VT 101 121 1000
THE NINTH GRADE CHARACTERISTICS OF STUDENTS ENROLLED IN SELECTED AVTS PROGRAMS IN TWELFTH GRADE.

VT 101 122 1000
THE NINTH GRADE CHARACTERISTICS OF STUDENTS ENTERING DIFFERENT TENTH GRADE CURRICULA: VDS HAZLETON SAMPLE.

VT 101 123 1000
THE NINTH GRADE CHARACTERISTICS OF STUDENTS ENTERING DIFFERENT TENTH GRADE CURRICULA: VDS WILLIAMSPORT SAMPLE.

VT 101 134 1004
SUPERVISED INDEPENDENT STUDY PROGRAM. ANNUAL REPORT. JULY THROUGH JUNE. 1973.

VT 101 155 1011
MANPOWER SURVEY PROJECT: A SURVEY OF INDUSTRY OPINION.

VT 101 167 1015
EDUCATION IN AGRICULTURE FOR THE EDUCATIONALLY DISADVANTAGED. SECOND ANNUAL REPORT.

VT 101 177 1019
VOCATIONAL AND COMPENSATORY EDUCATION CURRICULUM FOR THE REHABILITATION OF SOCIALLY AND ECONOMICALLY DEPRIVED YOUTH. FINAL REPORT.

VT 101 183 1021
A SURVEY TO FOLLOW-UP ON GRADUATES OF SUNNYSIDE HIGH SCHOOL TO DETERMINE VOCATIONAL PLACEMENT. FINAL REPORT.

PAGE

VOCATIONAL EDUCATION TEACHERS

VT 101 080 985
ASSESSMENT OF PRESERVICE VOCATIONAL TEACHER EDUCATION IN MISSISSIPPI.

VT 101 081 986
ASSESSMENT OF IN-SERVICE VOCATIONAL TEACHER EDUCATION IN MISSISSIPPI.

VT 101 082 986
WORK VALUES AND JOB ATTITUDES HELD BY NEW TEACHERS IN VOCATIONAL EDUCATION IN MISSISSIPPI.

VT 101 084 987
A MODEL TO EVALUATE INSERVICE PERSONNEL DEVELOPMENT IN VOCATIONAL-TECHNICAL EDUCATION.

VT 101 099 992
A COMPARISON OF IDENTIFIED TEACHING SUCCESS CHARACTERISTICS OF ADULT VOCATIONAL TEACHERS WITH THEIR ATTITUDE INVENTORY SCORES.

VT 101 119 999
CHARACTERISTICS OF VOCATIONAL-TECHNICAL INSTRUCTORS AND THEIR RELATIONSHIP TO STUDENT SHOP ACHIEVEMENT.

VT 101 200 1027
PROFESSIONAL GROWTH WEEK-II, 1974 FOR VOCATIONAL, TECHNICAL AND ADULT EDUCATION INSTRUCTORS AND APPENDIXES.

VOCATIONAL FOLLOWUP

VT 101 105 994
A FOLLOW-UP OF FISCAL YEAR 1970 OFFICE AND DISTRIBUTIVE EDUCATION GRADUATES FROM VOCATIONAL EDUCATION POST-SECONDARY PROGRAMS. FINAL REPORT.

VT 101 127 1002
A FOLLOW-UP STUDY OF THE POST SCHOOL EMPLOYMENT SUCCESS OF GRADUATES FROM FOUR HIGH SCHOOL SPECIAL EDUCATION PROGRAMS IN THE MIDWESTERN INTERMEDIATE UNIT IV IN PENNSYLVANIA FOR THE SCHOOL YEARS 1969-70, 1970-71, AND 1971-72. FINAL REPORT.

VT 101 143 1007
ASSOCIATE DEGREE MENTAL HEALTH GRADUATES. A FOLLOW-UP STUDY.

BEST COPY AVAILABLE

SUBJECT INDEX

PAGE

VT 101 152 1011
ONE-YEAR FOLLOW-UP INFORMATION ON GRADUATES WHO GRADUATED FROM FULL-TIME DAY PROGRAMS OF THE MINNESOTA AREA VOCATIONAL-TECHNICAL INSTITUTES BETWEEN JULY 1, 1971, AND JUNE 30, 1972. SUMMARY OF ALL GRADUATES: ACROSS THE STATE.

VT 101 183 1021
A SURVEY TO FOLLOW-UP ON GRADUATES OF SUNNYSIDE HIGH SCHOOL TO DETERMINE VOCATIONAL PLACEMENT. FINAL REPORT.

VOCATIONAL INTERESTS

VT 101 120 999
SHOP ACHIEVEMENT AS AN OUTCOME OF ONE YEAR VERSUS TWO YEARS OF AVTS INSTRUCTION.

VT 101 138 1005
A STUDY TO DETERMINE THE CORRELATION AMONG STUDENT INTERESTS, VOCATIONAL COURSES PURSUED AND JOB ENTRY OCCUPATIONAL CHOICES.

VT 101 142 1007
COMMUNITY NEEDS ASSESSMENT FOR VOCATIONAL EDUCATION PLANNING.

VT 101 167 1015
EDUCATION IN AGRICULTURE FOR THE EDUCATIONALLY DISADVANTAGED. SECOND ANNUAL REPORT.

VOCATIONAL MATURITY

VT 101 093 990
PALS (PONTIAC ADULT-STUDENT LEARNING SYSTEM). INTERNAL EVALUATION REPORT.

VT 101 118 998
THE RELATIONSHIP OF HIGH SCHOOL CURRICULUM AND OTHER IN-SCHOOL CHARACTERISTICS TO EMPLOYMENT SUCCESS ONE YEAR AFTER GRADUATION.

VT 101 132 1003
THE RELATIONSHIP BETWEEN A DEVELOPING CAREER EDUCATION PROGRAM AND THE CAREER MATURITY OF SECONDARY SCHOOL STUDENTS.

VOCATIONAL REHABILITATION

VT 101 166 1015
COORDINATION OF FIELD SERVICES FOR STUDENTS HAVING COMPLETED A VOCATIONAL TRAINING PROGRAM AT THE YOUTH DEVELOPMENT CENTER AND RETURNED TO THEIR HOME COMMUNITY. FINAL REPORT.

VOCATIONAL RETRAINING

VT 101 107 995
START-UP TRAINING IN MISSISSIPPI. PROGRAM DEVELOPMENT GUIDE.

VOCATIONAL SCHOOLS

VT 101 150 1010
PROJECT SHARE. RESEARCH AND DEVELOPMENT PROJECT IN ACQUIRING SUPPLIES AND EQUIPMENT FOR VOCATIONAL-TECHNICAL EDUCATION. FINAL REPORT.

VT 101 170 1016
PROJECT CEDIS (CAREER EDUCATION DISSEMINATION SERVICES). PROPOSAL APPLICATION FOR FISCAL YEAR 1975.

VOCATIONAL TRAINING CENTERS

VT 101 166 1015
COORDINATION OF FIELD SERVICES FOR STUDENTS HAVING COMPLETED A VOCATIONAL TRAINING PROGRAM AT THE YOUTH DEVELOPMENT CENTER AND RETURNED TO THEIR HOME COMMUNITY. FINAL REPORT.

VOLUNTEER TRAINING

VT 101 147 1009
DEVELOPMENT AND EVALUATION OF CURRICULUM AND MEDIA TO TRAIN PART-TIME FIRE SERVICE INSTRUCTORS IN RURAL AREAS.

VT 101 178 1019
UTILIZATION OF VOLUNTEERS AND PARAPROFESSIONALS IN LEARNING CENTER AND HOME CENTERED PERSONALIZED INSTRUCTION. FINAL REPORT.

WEATHERFORD INDEPENDENT SCHOOL DISTRICT

VT 101 079 965
PROJECT RACE: RESEARCHED ACTIVITIES FOR CAREER EDUCATION. INTERIM REPORT.

WESTERN WISCONSIN

VT 101 089 989
IMPLEMENTATION OF A PROGRAM AND DELIVERY SYSTEM FOR COMPREHENSIVE CAREER EDUCATION IN A RURAL AREA. INTERIM REPORT.

WISCONSIN

VT 101 071 982
PERCEIVED PRIORITIES AND ACHIEVEMENTS OF OCCUPATIONAL ADVISORY COMMITTEE FUNCTIONS IN THE WISCONSIN VOCATIONAL, TECHNICAL AND ADULT EDUCATION SYSTEM.

SUBJECT INDEX

BEST COPY AVAILABLE

	PAGE
WITHDRAWAL	
VT 101 151 STUDENT TERMINATIONS FROM FULL-TIME DAY PROGRAMS OF THE MINNESOTA AREA VOCATIONAL-TECHNICAL INSTITUTES BETWEEN JULY 1, 1972, AND JUNE 30, 1973. SUMMARY OF ALL TERMINATIONS; ACROSS THE STATE.	1010
WORK ATTITUDES	
VT 101 082 WORK VALUES AND JOB ATTITUDES HELD BY NEW TEACHERS IN VOCATIONAL EDUCATION IN MISSISSIPPI.	986
VT 101 132 THE RELATIONSHIP BETWEEN A DEVELOPING CAREER EDUCATION PROGRAM AND THE CAREER MATURITY OF SECONDARY SCHOOL STUDENTS.	1003
VT 101 184 FINAL CAREER EMPLOYABILITY PROGRAM. FINAL REPORT.	1022
WORK EXPERIENCE	
VT 101 143 ASSOCIATE DEGREE MENTAL HEALTH GRADUATES. A FOLLOW-UP STUDY.	1007
WORK EXPERIENCE PROGRAMS	
VT 101 127 A FOLLOW-UP STUDY OF THE POST SCHOOL EMPLOYMENT SUCCESS OF GRADUATES FROM FOUR HIGH SCHOOL SPECIAL EDUCATION PROGRAMS IN THE MIDWESTERN INTERMEDIATE UNIT IV IN PENNSYLVANIA FOR THE SCHOOL YEARS 1969-70, 1970-71, AND 1971-72. FINAL REPORT.	1002
VT 101 180 A SHELTERED WORK EXPERIENCE CENTERED VOCATIONAL CURRICULUM FOR LOW ACHIEVING STUDENTS. FINAL REPORT.	1020
WYOMING	
VT 101 072 THE DEVELOPMENT AND DEMONSTRATION OF A FUNCTIONAL MODEL SYSTEM OF OCCUPATIONAL EDUCATION IN WYOMING PUBLIC EDUCATION, K-14. FINAL REPORT.	982
YEAR ROUND SCHOOLS	
VT 101 186 IMPLEMENTING A YEAR-ROUND OPEN-ENDED EDUCATIONAL PROGRAM. PHASE I. FINAL REPORT.	1022
YOUTH CLUBS	
VT 101 159 PERCEPTIONS OF ALABAMA SUPERINTENDENTS AND PRINCIPALS OF VOCATIONAL YOUTH ORGANIZATIONS.	1013
YOUTH DEVELOPMENT CENTER	
VT 101 166 COORDINATION OF FIELD SERVICES FOR STUDENTS HAVING COMPLETED A VOCATIONAL TRAINING PROGRAM AT THE YOUTH DEVELOPMENT CENTER AND RETURNED TO THEIR HOME COMMUNITY. FINAL REPORT.	1015

This index lists documents under the name(s) of their author(s). The index is arranged in alphabetical order by the person's last name and/or the institution's full name.

As shown in the example below, the page on which the document abstract appears is displayed above the title.

AMERICAN SOCIETY OF AGRICULTURAL ENGINEERS, ST. JOSEPH, MICH.
VT 100 196 13
CONSIDERATIONS FOR EFFECTIVE UTILIZATION OF YOUR AUDIO-VISUAL MATERIALS.
VT 100 197 13
ACADEMIC PROGRAMS NEEDED TO EDUCATE THE FUTURE AGRICULTURAL ENGINEER: UPDATING THE REQUIREMENTS FOR A LEARNED PROFESSION.
VT 100 198 14
SELECTIVE MECHANIZATION AND LABOR BALANCE IN AGRICULTURAL DEVELOPMENT.

ARKANSAS STATE ADVISORY COUNCIL FOR VOCATIONAL-TECHNICAL EDUCATION, LITTLE ROCK.
VT 100 186 11
SPECIAL REPORT ON PUBLIC LAW 92-318.
VT 100 187 11
ARKANSAS STATE ADVISORY COUNCIL FOR VOCATIONAL-TECHNICAL EDUCATION THIRD ANNUAL REPORT, 1972.

BEST COPY AVAILABLE

AUTHOR INDEX

PAGE

ARIZONA UNIV., TUCSON. COLL. OF EDUCATION.
VT 101 174 1018
A SURVEY TO ASCERTAIN VOCATIONAL HOME ECONOMICS NEEDS IN TUCSON SCHOOL DISTRICT NO. 1. FINAL REPORT.

ARKANSAS UNIV., FAYETTEVILLE. COLL. OF EDUCATION.
VT 101 145 1008
THE DEVELOPMENT AND TESTING OF SINGLE OCCUPATION FILM LOOPS AND 135MM COLOR SLIDES FOR USE WITH SECONDARY AND POST-SECONDARY STUDENTS. FINAL REPORT.

ASHMORE, WILLIAM H.
VT 101 188 1023
OPENING DOORS TO AWARENESS. 1973-1974. FINAL EVALUATION REPORT.

ATWOOD, GLENNA W.
VT 101 195 1025
INDEPENDENT LIVING. FINAL REPORT.

AUBURN UNIV., ALA. DEPT. OF VOCATIONAL AND ADULT EDUCATION.
VT 101 159 1013
PERCEPTIONS OF ALABAMA SUPERINTENDENTS AND PRINCIPALS OF VOCATIONAL YOUTH ORGANIZATIONS.
VT 101 160 1013
EMPLOYMENT TRENDS AND VOCATIONAL PLANNING INFORMATION FOR FORESTRY TECHNICIANS IN ALABAMA. PART I.
VT 101 161 1013
A SURVEY OF SELECTED ASPECTS OF DISTRIBUTIVE EDUCATION PROGRAMS IN THE UNITED STATES.
VT 101 178 1019
UTILIZATION OF VOLUNTEERS AND PARAPROFESSIONALS IN LEARNING CENTER AND HOME CENTERED PERSONALIZED INSTRUCTION. FINAL REPORT.
VT 101 179 1020
A CAREER DECISION MAKING MODEL UTILIZING ADULT BASIC EDUCATION AND COUNSELING FOR THE UNDER/UNEMPLOYED ADULT AND FAMILY. FINAL REPORT.
VT 101 181 1021
AGRICULTURAL TEACHER EDUCATION RECRUITING PRACTICES IN THE SOUTHERN REGION.
VT 101 182 1021
EMPLOYMENT TRENDS AND VOCATIONAL PLANNING INFORMATION FOR RADIO AND TELEVISION REPAIR TECHNICIANS IN ALABAMA.

BANKS, JESS
VT 101 099 992
A COMPARISON OF IDENTIFIED TEACHING SUCCESS CHARACTERISTICS OF ADULT VOCATIONAL TEACHERS WITH THEIR ATTITUDE INVENTORY SCORES.

BENJAMIN, DAYTON
VT 101 095 991
ORIENTATION-WORK-STUDY-PLACEMENT PROGRAM. FINAL REPORT.

BERNALILLO PUBLIC SCHOOLS, N. MEX.
VT 101 088 988
TRI-CULTURAL VOCATIONAL EXPLORATORY CAREER AND WORK EXPERIENCE EDUCATION PROGRAM. FINAL REPORT.

BLOOMQUIST, ROGER
VT 101 105 994
A FOLLOW-UP OF FISCAL YEAR 1970 OFFICE AND DISTRIBUTIVE EDUCATION GRADUATES FROM VOCATIONAL EDUCATION POST-SECONDARY PROGRAMS. FINAL REPORT.

BORDINI, D.J.
VT 101 101 993
A TASK ANALYSIS OF VOCATIONAL-TECHNICAL-ADULT SCHOOL COORDINATORS IN THE STATE OF WISCONSIN. FINAL REPORT.

BRAINER, S.I.
VT 101 168 1016
THE DEVELOPMENT OF INVENTORY-OPINIONNAIRE INSTRUMENTS. FINAL REPORT.

BROOKS, KENT, COMP.
VT 101 107 995
START-UP TRAINING IN MISSISSIPPI. PROGRAM DEVELOPMENT GUIDE.

AUTHOR INDEX

BEST COPY AVAILABLE

PAGE

CALCASIEU PARISH SCHOOL SYSTEM., LAKE CHARLES, LA.
VT 101 113 997
RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION. FINAL REPORT.

CALLAHAN, RALPH E., JR.
VT 101 178 1019
UTILIZATION OF VOLUNTEERS AND PARAPROFESSIONALS IN LEARNING CENTER AND HOME CENTERED PERSONALIZED INSTRUCTION. FINAL REPORT.

CAMERON, DONALD L.
VT 101 164 1014
MODEL CAREER RESOURCE CENTER. FINAL REPORT.

CAREER EDUCATION DISSEMINATION SERVICES, LOWELL, MASS.
VT 101 170 1016
PROJECT CEDIS (CAREER EDUCATION DISSEMINATION SERVICES). PROPOSAL APPLICATION FOR FISCAL YEAR 1975.

CARLL, JAMES E.
VT 101 194 1025
WESTBROOK EDUCATES FOR BUSINESS RESEARCH AND DEVELOPMENT PROJECT. FINAL REPORT.

CEDAR ASSOCIATES, KEENE, N.H.
VT 101 083 986
RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION. COMPLETE OCCUPATIONAL EDUCATIONAL DEVELOPMENT (COED). INTERIM REPORT. INTERIM EVALUATION REPORT.

CENTRAL ARIZONA COLL., COOLIDGE.
VT 101 184 1022
PINAL CAREER EMPLOYABILITY PROGRAM. FINAL REPORT.

COLLARD, GERALD L.
VT 101 184 1022
PINAL CAREER EMPLOYABILITY PROGRAM. FINAL REPORT.

CORPUS CHRISTI INDEPENDENT SCHOOL DISTRICT, TEX.
VT 101 077 984
A CAREER EDUCATION COUNSELING PROJECT. INTERIM REPORT.

COSTA, CRISI H.
VT 101 189 1023
EMMA PENDLETON BRADLEY HOSPITAL "BRADLEY PRE-VOCATIONAL PROGRAMS". 1973-74. FINAL EVALUATION REPORT.

CURTIS, SAMUEL M.
VT 101 167 1015
EDUCATION IN AGRICULTURE FOR THE EDUCATIONALLY DISADVANTAGED. SECOND ANNUAL REPORT.

DAKOTA COUNTY AREA VOCATIONAL-TECHNICAL INST., ROSEMOUNT, MINN.
VT 101 150 1010
PROJECT SHARE. RESEARCH AND DEVELOPMENT PROJECT IN ACQUIRING SUPPLIES AND EQUIPMENT FOR VOCATIONAL-TECHNICAL EDUCATION. FINAL REPORT.

DAVID DOUGLAS PUBLIC SCHOOLS, PORTLAND, OREG.
VT 101 096 991
PROJECT VIGOR: VOCATIONAL CLUSTER EDUCATION, INTEGRATED AND ARTICULATED GRADES 1 THROUGH 14 WITH GUIDANCE SERVICES, OCCUPATIONAL EXPLORATION AND WORK EXPERIENCE RELEVANT TO GENERAL EDUCATION. FINAL REPORT.

DAVIS, PAUL D.
VT 101 182 1021
EMPLOYMENT TRENDS AND VOCATIONAL PLANNING INFORMATION FOR RADIO AND TELEVISION REPAIR TECHNICIANS IN ALABAMA.

DEGRACIE, JAMES S.
VT 101 185 1022
THE PICTURE OF A DROPOUT.

DES MOINES AREA COMMUNITY COLL., ANKENY, IOWA.
VT 101 133 1004
IOWASCRIPT PROJECT. FINAL REPORT.

DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT, IOWA.
VT 101 198 1026
COMPREHENSIVE CAREER CURRICULUM. QUARTERLY REPORT.

BEST COPY AVAILABLE

AUTHOR INDEX

	PAGE
DICKSON, ELIZABETH VT 101 180 A SHELTERED WORK EXPERIENCE CENTERED VOCATIONAL CURRICULUM FOR LOW ACHIEVING STUDENTS. FINAL REPORT.	1020
DITTENHAFER, CLARENCE A. VT 101 131 EVALUATION OF SELECTED CAREER RESOURCE CENTERS IN PENNSYLVANIA. FINAL REPORT.	1003
DRAKE, JAMES BOB VT 101 159 PERCEPTIONS OF ALABAMA SUPERINTENDENTS AND PRINCIPALS OF VOCATIONAL YOUTH ORGANIZATIONS.	1013
VT 101 160 EMPLOYMENT TRENDS AND VOCATIONAL PLANNING INFORMATION FOR FORESTRY TECHNICIANS IN ALABAMA. PART I.	1013
VT 101 161 A SURVEY OF SELECTED ASPECTS OF DISTRIBUTIVE EDUCATION PROGRAMS IN THE UNITED STATES.	1013
VT 101 178 UTILIZATION OF VOLUNTEERS AND PARAPROFESSIONALS IN LEARNING CENTER AND HOME CENTERED PERSONALIZED INSTRUCTION. FINAL REPORT.	1019
VT 101 179 A CAREER DECISION MAKING MODEL UTILIZING ADULT BASIC EDUCATION AND COUNSELING FOR THE UNDER/UNEMPLOYED ADULT AND FAMILY. FINAL REPORT.	1020
VT 101 182 EMPLOYMENT TRENDS AND VOCATIONAL PLANNING INFORMATION FOR RADIO AND TELEVISION REPAIR TECHNICIANS IN ALABAMA.	1021
DUSEWICZ, RUSSELL A. VT 101 108 A TWO YEAR ASSESSMENT OF THE IN-HOME VOCATIONAL PROGRAM IN CHILD CARE SERVICES FOR DISADVANTAGED MOTHERS. FINAL REPORT.	995
EADDY, VANIK S. VT 101 181 AGRICULTURAL TEACHER EDUCATION RECRUITING PRACTICES IN THE SOUTHERN REGION.	1021
ELLISON, WILLIAM VT 101 176 INTER-DISCIPLINARY APPROACH TO CAREER DEVELOPMENT THROUGH A HIGH SCHOOL PROGRAM OF OCCUPATIONAL EDUCATION. FINAL REPORT.	1018
ENDERLEIN, THOMAS VT 101 168 THE DEVELOPMENT OF INVENTORY-OPINIONNAIRE INSTRUMENTS. FINAL REPORT.	1016
ENDERLEIN, THOMAS E. VT 101 117 CAUSAL RELATIONSHIPS OF STUDENT CHARACTERISTICS RELATED TO SATISFACTION IN POST HIGH SCHOOL EMPLOYMENT.	998
ESCUDERO, LEONARD VT 101 173 DETERMINATION OF SPANISH SURNAMED IMPRESSIONS OF EDUCATIONAL RELEVANCY.	1017
FOX VALLEY TECHNICAL INST., APPLETON, WIS. VT 101 086 EACH ONE TEACH ONE: A STUDENT TUTORIAL PROGRAM FOR THE ACADEMICALLY DISADVANTAGED. INTERIM REPORT.	988
VT 101 186 IMPLEMENTING A YEAR-ROUND OPEN-ENDED EDUCATIONAL PROGRAM. PHASE I. FINAL REPORT.	1022
FOX VALLEY TECHNICAL INST., APPLETON, WIS. VT 101 101 A TASK ANALYSIS OF VOCATIONAL-TECHNICAL-ADULT SCHOOL COORDINATORS IN THE STATE OF WISCONSIN. FINAL REPORT.	993
GABRIEL, RICHARD L. VT 101 198 COMPREHENSIVE CAREER CURRICULUM. QUARTERLY REPORT.	1026
GANONG, ROBERT, SR. VT 101 070 MANPOWER REQUIREMENTS FOR MASSACHUSETTS BY OCCUPATION, BY INDUSTRY. 1970-1980.	982
GLENDALE UNION HIGH SCHOOL DISTRICT, ARIZONA. VT 101 173 DETERMINATION OF SPANISH SURNAMED IMPRESSIONS OF EDUCATIONAL RELEVANCY.	1017

AUTHOR INDEX

BEST COPY AVAILABLE

PAGE

GONZALES, RAYMOND R.
VT 101 088 988
TRI-CULTURAL VOCATIONAL EXPLORATORY CAREER AND WORK EXPERIENCE EDUCATION PROGRAM. FINAL REPORT.

GRAYSON COUNTY COLL., SHERMAN/DENISON, TEX.
VT 101 074 983
COORDINATED EFFORT FOR CAREER EDUCATION. INTERIM REPORT.
VT 101 075 984
COORDINATED EFFORT FOR CAREER EDUCATION IN GRAYSON COUNTY. EVALUATION REPORT.

GREATER JOHNSTOWN VOCATIONAL-TECHNICAL SCHOOL, PA.
VT 101 124 1001
CAREER RESOURCE CENTER AND SATELLITE CENTER SERVICES EVALUATION. FINAL REPORT.

GREATER LAWRENCE REGIONAL VOCATIONAL-TECHNICAL SCHOOL, ANDOVER, MASS.
VT 101 170 1016
PROJECT CEDIS (CAREER EDUCATION DISSEMINATION SERVICES). PROPOSAL APPLICATION FOR FISCAL YEAR 1975.

GREENE, STANLEY DEE
VT 101 132 1003
THE RELATIONSHIP BETWEEN A DEVELOPING CAREER EDUCATION PROGRAM AND THE CAREER MATURITY OF SECONDARY SCHOOL STUDENTS.

GREGG, ROBERT
VT 101 177 1019
VOCATIONAL AND COMPENSATORY EDUCATION CURRICULUM FOR THE REHABILITATION OF SOCIALLY AND ECONOMICALLY DEPRIVED YOUTH. FINAL REPORT.

HAMPDEN ACADEMY, MAINE.
VT 101 195 1025
INDEPENDENT LIVING. FINAL REPORT.

HANDLEY, HERBERT M.
VT 101 080 985
ASSESSMENT OF PRESERVICE VOCATIONAL TEACHER EDUCATION IN MISSISSIPPI.
VT 101 081 986
ASSESSMENT OF IN-SERVICE VOCATIONAL TEACHER EDUCATION IN MISSISSIPPI.
VT 101 082 986
WORK VALUES AND JOB ATTITUDES HELD BY NEW TEACHERS IN VOCATIONAL EDUCATION IN MISSISSIPPI.

HARRISBURG SCHOOL DISTRICT, PA.
VT 101 111 996
HARRISBURG CHAPTER PROJECT 70,001 OF THE DISTRIBUTIVE EDUCATION CLUBS OF AMERICA. FINAL REPORT.

HONOLULU COMMUNITY COLL., HAWAII.
VT 101 155 1011
MANPOWER SURVEY PROJECT: A SURVEY OF INDUSTRY OPINION.

HORVATH, RONALD J.
VT 101 112 996
A STUDY OF COMMUNITY COLLEGE STUDENTS WHO ARE GRADUATES OF VOCATIONAL TECHNICAL AND COLLEGE PREPARATORY HIGH SCHOOL CURRICULUMS. FINAL REPORT.

HOUSE, ELAINE W.
VT 101 073 983
AN IN-DEPTH STUDY OF THE INTERNSHIP CONCEPT AS PART OF THE DOCTORAL PROGRAM IN VOCATIONAL-TECHNICAL EDUCATION. FINAL REPORT. PARTS I-V AND ABSTRACT.

INDIANA STATE BOARD OF VOCATIONAL EDUCATION, INDIANAPOLIS.
VT 101 078 985
CAREER DEVELOPMENT AND MEANINGFUL EXPLORATORY EXPERIENCES TO MIDDLE SCHOOL STUDENTS IN SOUTHERN INDIANA UTILIZING MOBILE DESIGN EDUCATIONAL UNITS. INTERIM REPORT.

INDIANA VOCATIONAL TECHNICAL COLL., INDIANAPOLIS. DEPT. OF RESEARCH.
VT 101 172 1017
FOLLOW-UP OF THE PLANS OF INDIANA HIGH SCHOOL SENIORS IN THE CLASS OF 1972. A VALIDATION STUDY OF "82,000 HIGH SCHOOL SENIORS - THEIR EDUCATIONAL AND VOCATIONAL PLANS".

AUTHOR INDEX

	PAGE
INSTITUTE FOR EDUCATIONAL DEVELOPMENT, NEW YORK, N.Y.	
VT 101 154 TESTING THE OHIO CAREER DEVELOPMENT PROGRAM.	1011
IOWA STATE CAREER EDUCATION ADVISORY COUNCIL, DES MOINES.	
VT 101 162 VOCATIONAL EDUCATION EFFORT IN IOWA. 1972 REPORT.	1014
VT 101 163 CAREER EDUCATION EFFORT IN IOWA. 1973 REPORT.	1014
JEFFERSON COUNTY BOARD OF EDUCATION, BIRMINGHAM, ALA.	
VT 101 177 VOCATIONAL AND COMPENSATORY EDUCATION CURRICULUM FOR THE REHABILITATION OF SOCIALLY AND ECONOMICALLY DEPRIVED YOUTH. FINAL REPORT.	1019
JEPSON, PETER	
VT 101 171 ASSESSMENT OF TRAINING NEEDS OF ADULTS IN MOHAVE COUNTY. FINAL REPORT.	1017
JOHNSON, JERRY J.	
VT 101 150 PROJECT SHARE. RESEARCH AND DEVELOPMENT PROJECT IN ACQUIRING SUPPLIES AND EQUIPMENT FOR VOCATIONAL-TECHNICAL EDUCATION. FINAL REPORT.	1010
JOINT COUNTY SCHOOL SYSTEM OF BENTON, CEDAR, IOWA, LINN, JOHNSON, AND WASHINGTON COUNTIES, CEDAR RAPIDS, IOWA.	
VT 101 190 ADAPTATION AND IMPLEMENTATION OF A COMPUTERIZED VOCATIONAL INFORMATION SYSTEM (CVIS) IN AREA TEN OF IOWA. EXEMPLARY PROJECT. FINAL REPORT.	1024
KAPES, JEROME T.	
VT 101 119 CHARACTERISTICS OF VOCATIONAL-TECHNICAL INSTRUCTORS AND THEIR RELATIONSHIP TO STUDENT SHOP ACHIEVEMENT.	999
VT 101 121 THE NINTH GRADE CHARACTERISTICS OF STUDENTS ENROLLED IN SELECTED AVTS PROGRAMS IN TWELFTH GRADE.	1000
VT 101 122 THE NINTH GRADE CHARACTERISTICS OF STUDENTS ENTERING DIFFERENT TENTH GRADE CURRICULA: VDS HAZLETON SAMPLE.	1000
KEARNEY STATE COLL., NEBR.	
VT 101 139 MINIMUM LEVELS OF TECHNICAL COMPETENCY STANDARDS OF BUSINESS AND OFFICE EDUCATION PROGRAMS IN NEBRASKA. FINAL REPORT.	1006
KEENE UNION SCHOOL DISTRICT, N.H.	
VT 101 083 RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION. COMPLETE OCCUPATIONAL EDUCATIONAL DEVELOPMENT (COED). INTERIM REPORT. INTERIM EVALUATION REPORT.	986
KEIL, JANICE M.	
VT 101 137 AN EVALUATION OF THREE PILOT COURSES: THE DEVELOPMENT AND EARLY EDUCATION OF THE MENTALLY HANDICAPPED CHILD. FINAL REPORT.	1005
KELLY, PAUL R.	
VT 101 196 OCCUPATIONAL COURSE IN TREE HARVESTING. A VOCATIONAL EDUCATION EDUCATION EXEMPLARY PROJECT. FINAL REPORT.	1026
KELLY, WILLIAM	
VT 101 187 EAST PROVIDENCE CAREER EDUCATION. PROJECT EVALUATION. 1973-74.	1023
KENTUCKY MENTAL HEALTH MANPOWER COMMISSION, LOUISVILLE.	
VT 101 069 COMMUNITY RESOURCE MANAGEMENT TRAINING FOR KENTUCKY PROBATION AND PAROLE OFFICERS. REPORT OF A PILOT-DEMONSTRATION PROJECT.	982
VT 101 143 ASSOCIATE DEGREE MENTAL HEALTH GRADUATES. A FOLLOW-UP STUDY.	1007
KEVORKIAN, ARTHUR E.	
VT 101 158 REPORT OF THE CAREER EXPLORATION PROGRAM FOR JUNIOR HIGH SCHOOLS IN NEW BRITAIN.	1012

AUTHOR INDEX

	PAGE
KIMBALL, DONOVAN VT 101 094 COMPREHENSIVE CAREER EDUCATION PROCESS IN SPRINGFIELD PUBLIC SCHOOLS. INTERIM REPORT.	990
KIZER, ROBERT W. VT 101 076 AN EXEMPLARY CAREER EDUCATION PROJECT FOR SOUTHEAST ARKANSAS. INTERIM REPORT.	984
KLOSS, FRANK E. VT 101 147 DEVELOPMENT AND EVALUATION OF CURRICULUM AND MEDIA TO TRAIN PART-TIME FIRE SERVICE INSTRUCTORS IN RURAL AREAS.	1009
KNOX COUNTY SCHOOLS, KNOXVILLE, TENN. VT 101 157 CONTEMPORARY CURRICULUM FOR CAREER DEVELOPMENT. FINAL REPORT. OCTOBER 1, 1970-JUNE 30, 1973. EVALUATION REPORT.	1012
LAKESHORE TECHNICAL INST., CLEVELAND, WIS. VT 101 175 TASK ANALYSIS OPTOMETRIC ASSISTANT. FINAL REPORT.	1018
LASELL, WARREN L. VT 101 084 A MODEL TO EVALUATE INSERVICE PERSONNEL DEVELOPMENT IN VOCATIONAL-TECHNICAL EDUCATION.	987
LAWSON, ROGER S. VT 101 102 PERSPECTIVES ON THE DEVELOPMENT OF A COMPREHENSIVE LABOR MARKET INFORMATION SYSTEM FOR MICHIGAN. METHODS FOR MANPOWER ANALYSIS NO. 6.	993
LEHIGH COUNTY COMMUNITY COLL., SCHNECKSVILLE, PA. VT 101 112 A STUDY OF COMMUNITY COLLEGE STUDENTS WHO ARE GRADUATES OF VOCATIONAL TECHNICAL AND COLLEGE PREPARATORY HIGH SCHOOL CURRICULUMS. FINAL REPORT.	996
LEVIN, HERBERT ALAN VT 101 109 AN ANALYSIS OF SELECTED CHARACTERISTICS OF STUDENTS IN CLERICAL SKILLS LABORATORIES COMPARED TO STUDENTS IN TRADITIONAL CLERICAL SKILLS TRAINING CLASSES. FINAL REPORT.	995
LEWIS, JAMES P. VT 101 131 EVALUATION OF SELECTED CAREER RESOURCE CENTERS IN PENNSYLVANIA. FINAL REPORT.	1003
LOVE, EDWIN L. VT 101 145 THE DEVELOPMENT AND TESTING OF SINGLE OCCUPATION FILM LOOPS AND 135MM COLOR SLIDES FOR USE WITH SECONDARY AND POST-SECONDARY STUDENTS. FINAL REPORT.	1008
LUIZ, BARBERI VT 101 164 MODEL CAREER RESOURCE CENTER. FINAL REPORT.	1014
MAINE SCHOOL ADMINISTRATIVE DISTRICT 27, FORT KENT. VT 101 196 OCCUPATIONAL COURSE IN TREE HARVESTING. A VOCATIONAL EDUCATION EDUCATION EXEMPLARY PROJECT. FINAL REPORT.	1026
MAINE UNIV., AUGUSTA. VT 101 193 CONSORTIUM PROGRAM IN HIGHER EDUCATION. (EXEMPLARY PROJECT). FINAL REPORT. EVALUATION.	1025
MAINE UNIV., ORONO, COLL. OF EDUCATION. VT 101 100 TEACHER TRAINING IN CAREER EDUCATION. FINAL REPORT.	992
VT 101 156 INFLUENCES ON THE CAREER DEVELOPMENT OF ELEMENTARY SCHOOL CHILDREN.	1012
MAINE UNIV., PORTLAND. VT 101 146 CAREER AWARENESS CURRICULUM PROJECT: K-6. (EXEMPLARY PROJECT). FINAL REPORT.	1008

PAGE

MANNING, DORIS E.
VT 101 174
A SURVEY TO ASCERTAIN VOCATIONAL HOME ECONOMICS NEEDS IN TUCSON SCHOOL DISTRICT NO. 1. FINAL REPORT. 1018

MANOR HIGH SCHOOL, PORTSMOUTH, VA.
VT 101 148
A CENTRAL MACHINES LABORATORY SERVING TWO-BLOCK-TIME PROGRAMS AND INCORPORATING FLEXIBLE SCHEDULING WITH INDEPENDENT STUDY. FINAL REPORT. 1009

MARTIN, RANDALL B.
VT 101 123
THE NINTH GRADE CHARACTERISTICS OF STUDENTS ENTERING DIFFERENT TENTH GRADE CURRICULA: VDS WILLIAMSPORT SAMPLE. 1000

MASSACHUSETTS STATE DIV. OF EMPLOYMENT SECURITY, BOSTON.
VT 101 070
MANPOWER REQUIREMENTS FOR MASSACHUSETTS BY OCCUPATION, BY INDUSTRY. 1970-1980. 982

MATTESON, HAROLD B.
VT 101 068
FUNCTION-TASK-COMPETENCY APPROACH TO CURRICULUM DEVELOPMENT IN VOCATIONAL EDUCATION IN AGRICULTURE. PROFESSIONAL COMPETENCIES POSSESSED AND NEEDED BY VOCATIONAL INSTRUCTORS IN AGRICULTURE AND WHEN THEY SHOULD BE DEVELOPED. 981

MAXWELL, DAVID KENT
VT 101 103
INSTRUCTOR PERFORMANCE APPRAISAL IN COMMUNITY COLLEGES. 993

MAYNARD, RICHARD IMRI
VT 101 115
THE ATTITUDES OF SELECTED STUDENT TEACHERS AT OKLAHOMA STATE UNIVERSITY TOWARD THE PHYSICALLY DISABLED. 997

PAGE

MCCALEB, OMER
VT 101 096
PROJECT VIGOR: VOCATIONAL CLUSTER EDUCATION, INTEGRATED AND ARTICULATED GRADES 1 THROUGH 14 WITH GUIDANCE SERVICES, OCCUPATIONAL EXPLORATION AND WORK EXPERIENCE RELEVANT TO GENERAL EDUCATION. FINAL REPORT. 991

MCCALLON, EARL
VT 101 075
COORDINATED EFFORT FOR CAREER EDUCATION IN GRAYSON COUNTY. EVALUATION REPORT. 984

MCKEEHEN, MARGARET LYDIA
VT 101 130
THE RELATIONSHIP BETWEEN PRACTICUM EXPERIENCE AND GRADUATES PASSING THE REGISTERED NURSE LICENSING EXAMINATION. 1003

MCQUAY, PAUL L.
VT 101 120
SHOP ACHIEVEMENT AS AN OUTCOME OF ONE YEAR VERSUS TWO YEARS OF AVTS INSTRUCTION. 999

MESA PUBLIC SCHOOLS, ARIZ. DEPT. OF RESEARCH AND EVALUATION.
VT 101 185
THE PICTURE OF A DROPOUT. 1022

MICHEL, JOHN I.
VT 101 091
TUCSON MODEL CITIES EXEMPLARY VOCATIONAL EDUCATION PROGRAM. FINAL REPORT. 989

MIDWESTERN INTERMEDIATE UNIT IV, GROVE CITY, PA.
VT 101 127
A FOLLOW-UP STUDY OF THE POST SCHOOL EMPLOYMENT SUCCESS OF GRADUATES FROM FOUR HIGH SCHOOL SPECIAL EDUCATION PROGRAMS IN THE MIDWESTERN INTERMEDIATE UNIT IV IN PENNSYLVANIA FOR THE SCHOOL YEARS 1969-70, 1970-71, AND 1971-72. FINAL REPORT. 1002

MILFORD AREA SCHOOL DISTRICT, N.H.
VT 101 142
COMMUNITY NEEDS ASSESSMENT FOR VOCATIONAL EDUCATION PLANNING. 1007

AUTHOR INDEX

PAGE

MILFORD PUBLIC SCHOOLS, NEBR.
VT 101 144 1008
THE IMPLEMENTATION OF A COMPREHENSIVE, K-ADULT CAREER EDUCATION PROGRAM IN A RURAL SETTING. FINAL REPORT.

MILLERSVILLE STATE COLL., PA.
VT 101 110 996
PENNSYLVANIA VOCATIONAL EDUCATION CURRICULUM CENTER. JANUARY 1973-JUNE 1973. FINAL REPORT.

MINNESOTA ENVIRONMENTAL SCIENCES FOUNDATION, INC., MINNEAPOLIS.
VT 101 092 990
EXEMPLARY VOCATIONAL EDUCATION PROGRAM BASED ON ENVIRONMENTAL STUDIES K-14. FINAL REPORT.

MINNESOTA UNIV., MINNEAPOLIS. VOCATIONAL FOLLOW-UP SYSTEM.
VT 101 151 1010
STUDENT TERMINATIONS FROM FULL-TIME DAY PROGRAMS OF THE MINNESOTA AREA VOCATIONAL-TECHNICAL INSTITUTES BETWEEN JULY 1, 1972, AND JUNE 30, 1973. SUMMARY OF ALL TERMINATIONS; ACROSS THE STATE.
VT 101 152 1011
ONE-YEAR FOLLOW-UP INFORMATION ON GRADUATES WHO GRADUATED FROM FULL-TIME DAY PROGRAMS OF THE MINNESOTA AREA VOCATIONAL-TECHNICAL INSTITUTES BETWEEN JULY 1, 1971, AND JUNE 30, 1972. SUMMARY OF ALL GRADUATES: ACROSS THE STATE.
VT 101 153 1011
BIOGRAPHICAL INFORMATION ON PEOPLE WHO ENROLLED IN THE FULL-TIME DAY PROGRAMS OF THE MINNESOTA AREA VOCATIONAL-TECHNICAL INSTITUTES BETWEEN JULY 1, 1972, AND JUNE 30, 1973. SUMMARY OF ALL ENROLLEES: ACROSS THE STATE.

MISSISSIPPI RESEARCH COORDINATING UNIT FOR VOCATIONAL-TECHNICAL EDUCATION, STATE COLLEGE.
VT 101 080 985
ASSESSMENT OF PRESERVICE VOCATIONAL TEACHER EDUCATION IN MISSISSIPPI.
VT 101 081 986
ASSESSMENT OF IN-SERVICE VOCATIONAL TEACHER EDUCATION IN MISSISSIPPI.
VT 101 082 986
WORK VALUES AND JOB ATTITUDES HELD BY NEW TEACHERS IN VOCATIONAL EDUCATION IN MISSISSIPPI.
VT 101 107 995
START-UP TRAINING IN MISSISSIPPI. PROGRAM DEVELOPMENT GUIDE.

MISSISSIPPI STATE UNIV., STATE COLLEGE. BUREAU OF EDUCATIONAL RESEARCH.
VT 101 080 985
ASSESSMENT OF PRESERVICE VOCATIONAL TEACHER EDUCATION IN MISSISSIPPI.
VT 101 081 986
ASSESSMENT OF IN-SERVICE VOCATIONAL TEACHER EDUCATION IN MISSISSIPPI.
VT 101 082 986
WORK VALUES AND JOB ATTITUDES HELD BY NEW TEACHERS IN VOCATIONAL EDUCATION IN MISSISSIPPI.

MOHAVE COMMUNITY COLL., KINGMAN, ARIZ.
VT 101 171 1017
ASSESSMENT OF TRAINING NEEDS OF ADULTS IN MOHAVE COUNTY. FINAL REPORT.

MONTGOMERY COUNTY PUBLIC SCHOOLS, MONTGOMERY, ALA.
VT 101 199 1027
MONTGOMERY COUNTY'S APPROACH TO CAREER EDUCATION - GRADES ONE THROUGH TWELVE. FINAL REPORT.

MONTICELLO COMMUNITY SCHOOLS, IOWA.
VT 101 149 1009
TOTAL CAREER EDUCATION PROJECT. MONTICELLO. FINAL REPORT.

MONTICELLO SCHOOL DISTRICT 18, ARK.
VT 101 076 984
AN EXEMPLARY CAREER EDUCATION PROJECT FOR SOUTHEAST ARKANSAS. INTERIM REPORT.

AUTHOR INDEX

BEST COPY AVAILABLE

PAGE

MORGAN, ALICE S.
VT 101 159 1013
PERCEPTIONS OF ALABAMA SUPERINTENDENTS AND PRINCIPALS OF VOCATIONAL YOUTH ORGANIZATIONS.
VT 101 179 1020
A CAREER DECISION MAKING MODEL UTILIZING ADULT BASIC EDUCATION AND COUNSELING FOR THE UNDER/UNEMPLOYED ADULT AND FAMILY. FINAL REPORT.

MORTON, J.B.
VT 101 192 1024
OTIS (OCCUPATIONAL TRAINING INFORMATION SYSTEM). CYCLE SIX REPORT. SUPPLEMENT I. STATEWIDE TOTALS AND DESCENDING RANK ORDER OF PROGRAM CLUSTERS.

MOUNTAN, NORMA M.
VT 101 165 1015
MODEL CAREER RESOURCE CENTERS IN SCHOOLS FOR THE SYSTEMATIC PURPOSEFUL USE OF CAREER INFORMATION SUPPORTED BY A STATE INFORMATION PREPARATION AGENCY. FINAL REPORT.

MUSKEGON PUBLIC SCHOOLS, MICH.
VT 101 090 989
A COMPREHENSIVE CAREER EDUCATION DEVELOPMENT PROJECT FOR THE SCHOOL DISTRICTS OF MUSKEGON AND MUSKEGON HEIGHTS. INTERIM REPORT.

NANNAY, ROBERT W.
VT 101 146 1008
CAREER AWARENESS CURRICULUM PROJECT: K-6. (EXEMPLARY PROJECT). FINAL REPORT.

NATCHITOCHES PARISH SCHOOL BOARD, LA.
VT 101 098 992
AN EXEMPLARY PROGRAM FOR CAREER EDUCATION. INTERIM REPORT.

NAVARA, JAMES L.
VT 101 197 1026
A PROPOSAL TO DEVELOP AND IMPLEMENT A COMPREHENSIVE CAREER EDUCATION PROGRAM K-14 IN A THREE-COUNTY NON-URBAN AREA IN MISSOURI. INTERIM REPORT.

PAGE

NEW BRITAIN BOARD OF EDUCATION, CONN.
VT 101 158 1012
REPORT OF THE CAREER EXPLORATION PROGRAM FOR JUNIOR HIGH SCHOOLS IN NEW BRITAIN.

NEW ENGLAND RESOURCE CENTER FOR OCCUPATIONAL EDUCATION, CAMBRIDGE, MASS.
VT 101 191 1024
NINE RHODE ISLAND CAREER EDUCATION PROJECTS. EVALUATION.

NEW ORLEANS PUBLIC SCHOOLS, LA.
VT 101 065 980
AN EXEMPLARY PROGRAM FOR OCCUPATIONAL PREPARATION. FINAL REPORT.

NEWPORT HIGH SCHOOL, ARK.
VT 101 138 1005
A STUDY TO DETERMINE THE CORRELATION AMONG STUDENT INTERESTS, VOCATIONAL COURSES PURSUED AND JOB ENTRY OCCUPATIONAL CHOICES.

NORTH CENTRAL TECHNICAL INST., WAUSAU, WIS.
VT 101 085 987
CAREER EDUCATION FOR PERSONS IN RURAL AREAS--PRIMARY FOCUS ON ADULTS 16 AND OVER. INTERIM REPORT.
VT 101 128 1002
THE NORTH CENTRAL ASSOCIATION: ITS CHANGE AGENT ROLE ON ADMINISTRATIVE PRACTICES, POLICIES AND PROCEDURES IN WISCONSIN TECHNICAL INSTITUTES. FINAL REPORT.

NORTH DAKOTA STATE SCHOOL OF SCIENCE, WAHPETON.
VT 101 104 994
DEVELOPMENT OF INSTRUCTIONAL MATERIALS FOR TELEPHONE TECHNICIANS TRAINING (ITPTT). FINAL REPORT.

NORTH DAKOTA UNIV., GRAND FORKS.
VT 101 105 994
A FOLLOW-UP OF FISCAL YEAR 1970 OFFICE AND DISTRIBUTIVE EDUCATION GRADUATES FROM VOCATIONAL EDUCATION POST-SECONDARY PROGRAMS. FINAL REPORT.

AUTHOR INDEX

	PAGE
NORTH HILLS SCHOOL DISTRICT, PITTSBURGH, PA. VT 101 165 MODEL CAREER RESOURCE CENTERS IN SCHOOLS FOR THE SYSTEMATIC PURPOSEFUL USE OF CAREER INFORMATION SUPPORTED BY A STATE INFORMATION PREPARATION AGENCY. FINAL REPORT.	1015
NORTH STAR BOROUGH SCHOOL DISTRICT, FAIRBANKS, ALASKA. VT 101 095 ORIENTATION-WORK-STUDY-PLACEMENT PROGRAM. FINAL REPORT.	991
OHIO STATE UNIV., COLUMBUS. CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION. VT 101 084 A MODEL TO EVALUATE INSERVICE PERSONNEL DEVELOPMENT IN VOCATIONAL-TECHNICAL EDUCATION.	987
OKLAHOMA STATE DEPT. OF VOCATIONAL AND TECHNICAL EDUCATION, STILLWATER. VT 101 067 AN EXEMPLARY COMPREHENSIVE OCCUPATIONAL ORIENTATION VOCATIONAL EDUCATION PROGRAM FOR TULSA PUBLIC SCHOOLS. FINAL REPORT. FINAL EVALUATION REPORT.	981
OKLAHOMA STATE DEPT. OF VOCATIONAL AND TECHNICAL EDUCATION, STILLWATER. DIV. OF RESEARCH, PLANNING, AND EVALUATION. VT 101 192 OTIS (OCCUPATIONAL TRAINING INFORMATION SYSTEM). CYCLE SIX REPORT. SUPPLEMENT I. STATEWIDE TOTALS AND DESCENDING RANK ORDER OF PROGRAM CLUSTERS.	1024
PAOLONE, FRAN J. VT 101 193 CONSORTIUM PROGRAM IN HIGHER EDUCATION. (EXEMPLARY PROJECT). FINAL REPORT. EVALUATION.	1025
PAULSEN, RUSSELL VT 101 128 THE NORTH CENTRAL ASSOCIATION: ITS CHANGE AGENT ROLE ON ADMINISTRATIVE PRACTICES, POLICIES AND PROCEDURES IN WISCONSIN TECHNICAL INSTITUTES. FINAL REPORT.	1002
PAVLISH, A.L. VT 101 093 PALS (PONTIAC ADULT-STUDENT LEARNING SYSTEM). INTERNAL EVALUATION REPORT.	990
PAWLOWSKI, VLADIMIR VT 101 119 CHARACTERISTICS OF VOCATIONAL-TECHNICAL INSTRUCTORS AND THEIR RELATIONSHIP TO STUDENT SHOP ACHIEVEMENT.	999
PELKEY, EDWARD L. VT 101 090 A COMPREHENSIVE CAREER EDUCATION DEVELOPMENT PROJECT FOR THE SCHOOL DISTRICTS OF MUSKEGON AND MUSKEGON HEIGHTS. INTERIM REPORT.	989
PENDLETON, J. ROBERT VT 101 089 IMPLEMENTATION OF A PROGRAM AND DELIVERY SYSTEM FOR COMPREHENSIVE CAREER EDUCATION IN A RURAL AREA. INTERIM REPORT.	989
PENNRIDGE HIGH SCHOOL, PERKASIE, PA. VT 101 129 OPEN SPACE CONCEPT IN BUSINESS EDUCATION.	1002
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK. VT 101 114 FEASIBILITY OF CONTINUING EDUCATION FOR SECONDARY FOOD SERVICE INSTRUCTORS IN PENNSYLVANIA BASED ON CERTIFICATION NEEDS, SELF-PERCEIVED ACADEMIC NEEDS, AND INTEREST. FINAL REPORT.	997
VT 101 117 CAUSAL RELATIONSHIPS OF STUDENT CHARACTERISTICS RELATED TO SATISFACTION IN POST HIGH SCHOOL EMPLOYMENT.	998

BEST COPY AVAILABLE

PAGE

VT 101 118 998
THE RELATIONSHIP OF HIGH SCHOOL CURRICULUM AND OTHER IN-SCHOOL CHARACTERISTICS TO EMPLOYMENT SUCCESS ONE YEAR AFTER GRADUATION.

VT 101 119 999
CHARACTERISTICS OF VOCATIONAL-TECHNICAL INSTRUCTORS AND THEIR RELATIONSHIP TO STUDENT SHOP ACHIEVEMENT.

VT 101 120 999
SHOP ACHIEVEMENT AS AN OUTCOME OF ONE YEAR VERSUS TWO YEARS OF AVTS INSTRUCTION.

VT 101 121 1000
THE NINTH GRADE CHARACTERISTICS OF STUDENTS ENROLLED IN SELECTED AVTS PROGRAMS IN TWELFTH GRADE.

VT 101 122 1000
THE NINTH GRADE CHARACTERISTICS OF STUDENTS ENTERING DIFFERENT TENTH GRADE CURRICULA: VDS HAZLETON SAMPLE.

VT 101 123 1000
THE NINTH GRADE CHARACTERISTICS OF STUDENTS ENTERING DIFFERENT TENTH GRADE CURRICULA: VDS WILLIAMSPORT SAMPLE.

VT 101 168 1016
THE DEVELOPMENT OF INVENTORY-OPINIONNAIRE INSTRUMENTS. FINAL REPORT.

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK. COLL. OF AGRICULTURE.

VT 101 167 1015
EDUCATION IN AGRICULTURE FOR THE EDUCATIONALLY DISADVANTAGED. SECOND ANNUAL REPORT.

PINELLAS COUNTY DISTRICT SCHOOL BOARD, CLEARWATER, FLA.

VT 101 064 930
A COMPREHENSIVE VOCATIONAL EDUCATION PROGRAM FOR CAREER DEVELOPMENT IN GRADES K-14. FINAL REPORT. APPENDIX.

PONTIAC CITY SCHOOL DISTRICT, MICH.

VT 101 087 988
PONTIAC ADULT-STUDENT LEARNING SYSTEM. INTERIM REPORT.

VT 101 093 990
PALS (PONTIAC ADULT-STUDENT LEARNING SYSTEM). INTERNAL EVALUATION REPORT.

PORTER COUNTY SCHOOLS, VALPARAISO, IND.

VT 101 136 1005
PORTER COUNTY MANAGEMENT TRAINING CENTER.

PRINCETON COMMUNITY MIDDLE SCHOOL, IND.

VT 101 140 1006
PRE-VOCATIONAL PROGRAM AT A MIDDLE SCHOOL.

PRIZZIA, ROSS

VT 101 155 1011
MANPOWER SURVEY PROJECT: A SURVEY OF INDUSTRY OPINION.

PROJECT CAREER, RANDOLPH, MASS.

VT 101 169 1016
PROJECT CAREER (COMPUTER ASSISTED RESEARCH FOR EDUCATIONAL RELEVANCE). PROPOSAL PACKAGE FOR FISCAL YEAR 1975.

RHODE ISLAND COLL., PROVIDENCE. CENTER FOR EVALUATION AND RESEARCH.

VT 101 188 1023
OPENING DOORS TO AWARENESS. 1973-1974. FINAL EVALUATION REPORT.

VT 101 189 1023
EMMA PENDLETON BRADLEY HOSPITAL "BRADLEY PRE-VOCATIONAL PROGRAMS". 1973-74. FINAL EVALUATION REPORT.

RHODE ISLAND UNIV., KINGSTON. CURRICULUM RESEARCH AND DEVELOPMENT CENTER.

VT 101 187 1023
EAST PROVIDENCE CAREER EDUCATION. PROJECT EVALUATION. 1973-74.

RICKS, BETTY R.

VT 101 148 1009
A CENTRAL MACHINES LABORATORY SERVING TWO-BLOCK-TIME PROGRAMS AND INCORPORATING FLEXIBLE SCHEDULING WITH INDEPENDENT STUDY. FINAL REPORT.

RILEY, CLAYTON

VT 101 125 1001
DEVELOPMENTAL PROGRAMS IN DISTRIBUTIVE EDUCATION. FINAL REPORT.

AUTHOR INDEX

	PAGE
ROCHOW, ROBERT J. VT 101 087 PONTIAC ADULT-STUDENT LEARNING SYSTEM. INTERIM REPORT.	988
ROLLINS, ROBERT D. VT 101 121 THE NINTH GRADE CHARACTERISTICS OF STUDENTS ENROLLED IN SELECTED AVTS PROGRAMS IN TWELFTH GRADE.	1000
RUSNAK, STEVE VT 101 136 PORTER COUNTY MANAGEMENT TRAINING CENTER.	1005
RUSSELLVILLE CITY BOARD OF EDUCATION, ALA. VT 101 176 INTER-DISCIPLINARY APPROACH TO CAREER DEVELOPMENT THRCUGH A HIGH SCHOOL PROGRAM OF OCCUPATIONAL EDUCATION. FINAL REPORT.	1018
RUTGERS, THE STATE UNIV., NEW BRUNSWICK, N.J. DEPT. OF VOCATIONAL-TECHNICAL EDUCATION. VT 101 073 AN IN-DEPTH STUDY OF THE INTERNSHIP CONCEPT AS PART OF THE DOCTORAL PROGRAM IN VOCATIONAL-TECHNICAL EDUCATION. FINAL REPORT. PARTS I-V AND ABSTRACT.	983
RYAN, CHARLES W. VT 101 156 INFLUENCES ON THE CAREER DEVELOPMENT OF ELEMENTARY SCHOOL CHILDREN.	1012
SAWYER, DAVID E. VT 101 141 DEVELOPMENT OF A PLAN FOR THE DESIGN, FIELD TESTING, AND IMPLEMENTATION OF A CURRICULUM FOR THE COURSE "INTRODUCTION TO VOCATIONS" FOR THE STATE OF VIRGINIA. FINAL REPORT.	1007
SCHOOL ADMINISTRATIVE DISTRICT 9, FARMINGTON, MAINE. VT 101 063 RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION. FINAL REPORT.	980
SCHOWALTER, LYNN M. VT 101 118 THE RELATIONSHIP OF HIGH SCHOOL CURRICULUM AND OTHER IN-SCHOOL CHARACTERISTICS TO EMPLOYMENT SUCCESS ONE YEAR AFTER GRADUATION.	998
SCHRADER, MARVIN A. VT 101 175 TASK ANALYSIS OPTOMETRIC ASSISTANT. FINAL REPORT.	1018
SEWELL, SUSAN VT 101 135 A COMPARATIVE ANALYSIS OF STUDENT ATTITUDES TOWARD INDIVIDUALIZED AND TRADITIONAL INSTRUCTION. FINAL REPORT.	1004
SHILL, JAMES E. VT 101 080 ASSESSMENT OF PRESERVICE VOCATIONAL TEACHER EDUCATION IN MISSISSIPPI.	985
VT 101 081 ASSESSMENT OF IN-SERVICE VOCATIONAL TEACHER EDUCATION IN MISSISSIPPI.	986
VT 101 082 WORK VALUES AND JOB ATTITUDES HELD BY NEW TEACHERS IN VOCATIONAL EDUCATION IN MISSISSIPPI.	986
SIZEMORE, PAUL VT 101 072 THE DEVELOPMENT AND DEMONSTRATION OF A FUNCTIONAL MODEL SYSTEM OF OCCUPATIONAL EDUCATION IN WYOMING PUBLIC EDUCATION, K-14. FINAL REPORT.	982
SORENSEN, ROBERT P. VT 101 071 PERCEIVED PRIORITIES AND ACHIEVEMENTS OF OCCUPATIONAL ADVISORY COMMITTEE FUNCTIONS IN THE WISCONSIN VOCATIONAL, TECHNICAL AND ADULT EDUCATION SYSTEM.	982
SOUTHWEST WISCONSIN VOCATIONAL-TECHNICAL SCHOOL, FENNIMORE. VT 101 135 A COMPARATIVE ANALYSIS OF STUDENT ATTITUDES TOWARD INDIVIDUALIZED AND TRADITIONAL INSTRUCTION. FINAL REPORT.	1004

AUTHOR INDEX

	PAGE
SPRINGFIELD PUBLIC SCHOOLS, ORE. VT 101 094 COMPREHENSIVE CAREER EDUCATION PROCESS IN SPRINGFIELD PUBLIC SCHOOLS. INTERIM REPORT.	990
STATE COLLEGE AREA SCHOOL DISTRICT, PA. VT 101 164 MODEL CAREER RESOURCE CENTER. FINAL REPORT.	1014
STATE FAIR COMMUNITY COLL., SEDALIA, MO. VT 101 197 A PROPOSAL TO DEVELOP AND IMPLEMENT A COMPREHENSIVE CAREER EDUCATION PROGRAM K-14 IN A THREE-COUNTY NON-URBAN AREA IN MISSOURI. INTERIM REPORT.	1026
SUNNYSIDE SCHOOL DISTRICT, TUCSON, ARIZ. VT 101 183 A SURVEY TO FOLLOW-UP ON GRADUATES OF SUNNYSIDE HIGH SCHOOL TO DETERMINE VOCATIONAL PLACEMENT. FINAL REPORT.	1021
SYLACAUGA CITY BOARD OF EDUCATION, ALA. VT 101 180 A SHELTERED WORK EXPERIENCE CENTERED VOCATIONAL CURRICULUM FOR LOW ACHIEVING STUDENTS. FINAL REPORT.	1020
TANS, NANCY VT 101 128 DEVELOPMENT OF A MODEL FOR A SMALL STORE OPERATION FOR FASHION MERCHANDISING STUDENTS TO BE UTILIZED BY INSTRUCTORS IN FASHION MERCHANDISING PROGRAMS. FINAL REPORT.	1001
TEXAS EDUCATION AGENCY, AUSTIN. DEPT. OF OCCUPATIONAL EDUCATION AND TECHNOLOGY. VT 101 066 RESEARCH AND DEVELOPMENT PROJECTS IN CAREER EDUCATION. FINAL REPORT.	981
TIMMINS, WILLIAM M. VT 101 116 IMPLEMENTING CAREER EDUCATION IN A LOCAL EDUCATION AGENCY: A GUIDE. A SOURCE BOOK.	998
TUCSON PUBLIC SCHOOLS, ARIZ. VT 101 091 TUCSON MODEL CITIES EXEMPLARY VOCATIONAL EDUCATION PROGRAM. FINAL REPORT.	989
TULSA PUBLIC SCHOOLS, OKLA. VT 101 067 AN EXEMPLARY COMPREHENSIVE OCCUPATIONAL ORIENTATION VOCATIONAL EDUCATION PROGRAM FOR TULSA PUBLIC SCHOOLS. FINAL REPORT. FINAL EVALUATION REPORT.	981
TURNER, BETTY VT 101 125 DEVELOPMENTAL PROGRAMS IN DISTRIBUTIVE EDUCATION. FINAL REPORT.	1001
UNCO, INC., RYE, N.H. VT 101 106 CONCORD CAREER EDUCATION PROJECT. FINAL EVALUATION REPORT.	994
UPJOHN (W.E.) INST. FOR EMPLOYMENT RESEARCH, KALAMAZOO, MICH. VT 101 102 PERSPECTIVES ON THE DEVELOPMENT OF A COMPREHENSIVE LABOR MARKET INFORMATION SYSTEM FOR MICHIGAN. METHODS FOR MANPOWER ANALYSIS NO. 6.	993
VANDERSYPEN, JOHN J., JR. VT 101 098 AN EXEMPLARY PROGRAM FOR CAREER EDUCATION. INTERIM REPORT.	992
VIETTI, MICHAEL VT 101 136 PORTER COUNTY MANAGEMENT TRAINING CENTER.	1005
VIRGINIA POLYTECHNIC INST. AND STATE UNIV., BLACKSBURG. VT 101 141 DEVELOPMENT OF A PLAN FOR THE DESIGN, FIELD TESTING, AND IMPLEMENTATION OF A CURRICULUM FOR THE COURSE "INTRODUCTION TO VOCATIONS" FOR THE STATE OF VIRGINIA. FINAL REPORT.	1007

AUTHOR INDEX

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PAGE

WAYDA, SUELLEN M.
VT 101 114 997
FEASIBILITY OF CONTINUING EDUCATION FOR SECONDARY FOOD SERVICE INSTRUCTORS IN PENNSYLVANIA BASED ON CERTIFICATION NEEDS, SELF PERCEIVED ACADEMIC NEEDS, AND INTEREST. FINAL REPORT.

WEATHERFORD INDEPENDENT SCHOOL DISTRICT, TEX.
VT 101 079 985
PROJECT RACE: RESEARCHED ACTIVITIES FOR CAREER EDUCATION. INTERIM REPORT.

WEBER, JAMES M.
VT 101 154 1011
TESTING THE OHIO CAREER DEVELOPMENT PROGRAM.

WEIS, SUSAN E.
VT 101 114 997
FEASIBILITY OF CONTINUING EDUCATION FOR SECONDARY FOOD SERVICE INSTRUCTORS IN PENNSYLVANIA BASED ON CERTIFICATION NEEDS, SELF-PERCEIVED ACADEMIC NEEDS, AND INTEREST. FINAL REPORT.

WEST CHESTER STATE COLL., PA. LEARNING RESEARCH CENTER.
VT 101 108 995
A TWO YEAR ASSESSMENT OF THE IN-HOME VOCATIONAL PROGRAM IN CHILD CARE SERVICES FOR DISADVANTAGED MOTHERS. FINAL REPORT.

WESTBROOK REGIONAL TECHNICAL VOCATIONAL CENTER, MAINE.
VT 101 194 1025
WESTBROOK EDUCATES FOR BUSINESS RESEARCH AND DEVELOPMENT PROJECT. FINAL REPORT.

WESTERN KENTUCKY UNIV., BOWLING GREEN.
VT 101 125 1001
DEVELOPMENTAL PROGRAMS IN DISTRIBUTIVE EDUCATION. FINAL REPORT.

WESTERN WISCONSIN TECHNICAL INST., LA CROSSE.
VT 101 089 989
IMPLEMENTATION OF A PROGRAM AND DELIVERY SYSTEM FOR COMPREHENSIVE CAREER EDUCATION IN A RURAL AREA. INTERIM REPORT.

PAGE

WESTERN WISCONSIN VOCATIONAL, TECHNICAL, AND ADULT EDUCATION DISTRICT.
VT 101 147 1009
DEVELOPMENT AND EVALUATION OF CURRICULUM AND MEDIA TO TRAIN PART-TIME FIRE SERVICE INSTRUCTORS IN RURAL AREAS.

WHITNEY, FREDERICK L.
VT 101 173 1017
DETERMINATION OF SPANISH SURNAMED IMPRESSIONS OF EDUCATIONAL RELEVANCY.

WILLIAMSPORT AREA COMMUNITY COLL., PA.
VT 101 130 1003
THE RELATIONSHIP BETWEEN PRACTICUM EXPERIENCE AND GRADUATES PASSING THE REGISTERED NURSE LICENSING EXAMINATION.

WISCONSIN UNIV. - STOUT, MENOMONIE. CENTER FOR VOCATIONAL, TECHNICAL AND ADULT EDUCATION.
VT 101 101 993
A TASK ANALYSIS OF VOCATIONAL-TECHNICAL-ADULT SCHOOL COORDINATORS IN THE STATE OF WISCONSIN. FINAL REPORT.
VT 101 200 1027
PROFESSIONAL GROWTH WEEK-II, 1974 FOR VOCATIONAL, TECHNICAL AND ADULT EDUCATION INSTRUCTORS AND APPENDIXES.

WISCONSIN UNIV.-STOUT, MENOMONIE.
VT 101 137 1005
AN EVALUATION OF THREE PILOT COURSES: THE DEVELOPMENT AND EARLY EDUCATION OF THE MENTALLY HANDICAPPED CHILD. FINAL REPORT.

WISCONSIN UNIV., MADISON.
VT 101 071 982
PERCEIVED PRIORITIES AND ACHIEVEMENTS OF OCCUPATIONAL ADVISORY COMMITTEE FUNCTIONS IN THE WISCONSIN VOCATIONAL, TECHNICAL AND ADULT EDUCATION SYSTEM.

WISCONSIN UNIV., MADISON. CENTER FOR STUDIES IN VOCATIONAL AND TECHNICAL EDUCATION.
VT 101 097 991
INFORMATION RETRIEVAL DEMONSTRATION AND RESEARCH PROJECT. FINAL REPORT.

AUTHOR INDEX

	PAGE
WISCONSIN UNIV., MADISON. COLL. OF AGRICULTURAL AND LIFE SCIENCES. VT 101 068 FUNCTION-TASK-COMPETENCY APPROACH TO CURRICULUM DEVELOPMENT IN VOCATIONAL EDUCATION IN AGRICULTURE. PROFESSIONAL COMPETENCIES POSSESSED AND NEEDED BY VOCATIONAL INSTRUCTORS IN AGRICULTURE AND WHEN THEY SHOULD BE DEVELOPED.	981
WYOMING STATE DEPT. OF EDUCATION, CHEYENNE. VT 101 072 THE DEVELOPMENT AND DEMONSTRATION OF A FUNCTIONAL MODEL SYSTEM OF OCCUPATIONAL EDUCATION IN WYOMING PUBLIC EDUCATION, K-14. FINAL REPORT.	982
YOUNG, JON I. VT 101 156 INFLUENCES ON THE CAREER DEVELOPMENT OF ELEMENTARY SCHOOL CHILDREN.	1012
YOUNG, WILLIAM G. VT 101 065 AN EXEMPLARY PROGRAM FOR OCCUPATIONAL PREPARATION. FINAL REPORT.	980
YOUTH DEVELOPMENT CENTER, KEARNEY, NEBR. VT 101 166 COORDINATION OF FIELD SERVICES FOR STUDENTS HAVING COMPLETED A VOCATIONAL TRAINING PROGRAM AT THE YOUTH DEVELOPMENT CENTER AND RETURNED TO THEIR HOME COMMUNITY. FINAL REPORT.	1015

PROJECTS IN PROGRESS SECTION

	Page
Curriculum Development	1081
Research	1089

CURRICULUM DEVELOPMENT PROJECTS IN PROGRESS

	Page
Title By State Index	1082
Abstracts	1083
Curriculum Management Centers Directory. . .	1088

TITLE BY STATE INDEX

Kentucky	Exploring Business and Office Occupations.	VTP 1536
	Exploring Careers in Agri-Business, Natural Resources, and Environmental Control.	VTP 1543
	Exploring Careers in Hospitality and Recreation.	VTP 1534
	Exploring Careers in Manufacturing.	VTP 1542
	Exploring Careers in Public Service.	VTP 1541
	Exploring Careers in Transportation.	VTP 1540
	Exploring Construction Careers.	VTP 1538
	Exploring Consumer and Homemaking and Related Occupations.	VTP 1539
	Exploring Health Careers.	VTP 1537
	Exploring the World of Marketing and Distribution.	VTP 1535
Minnesota	Developing Articulated High School and Post High School Curriculum.	VTP 1544
South Carolina	Agricultural Sales and Service - A Curriculum Guide.	VTP 1530
	Career Cluster Articulation Model Based on Behavioral Objectives.	VTP 1531
	Clothing Services Curriculum Guide.	VTP 1532
	Ornamental Horticulture - A Curriculum Guide.	VTP 1529
	Ten Consumer and Homemaking Quarter Course Curriculum Guides.	VTP 1533

VTP 1529
Title: Ornamental Horticulture - A Curriculum Guide.

Developer: R. J. Mercer
Institution: Vocational Education Media Center, Clemson University, Clemson, South Carolina, 29631
Sponsor: South Carolina State Department of Education
Duration: From January, 1974 To January 1, 1975

Description of Project: Curriculum guides for use at the 11th and 12th grade levels by teachers of agriculture teaching courses at the high school or area vocational schools, and guides were developed by teachers. supervisors and teacher educators.

VTP 1530
Title: Agricultural Sales and Service - A Curriculum Guide.

Developer: R. J. Mercer
Institution: Vocational Education Media Center, Clemson University, Clemson, South Carolina, 29631
Sponsor: South Carolina State Department of Education
Duration: From January 1, 1974 To June, 1975

Description of Project: Curriculum guide for teachers of agriculture teaching agricultural sales and service in high schools or area vocational schools - 11th or 12th grade level. Vocational agriculture teachers, supervisors and teacher educators were used in the development of the guides.

VTP 1531
Title: Career Cluster Articulation Model Based on Behavioral Objectives.

Initiator: L. Joel Chastain
Institution: South Carolina State Dept. of Education, Office of Vocational Education
Sponsor: Appalachian Regional Council
Duration: From April 1, 1974 To March 31, 1975

Description of Project: This project developed lists of behavioral objectives for curriculums in Machine Shop and Air Conditioning & Refrigeration with teachers from vocational education, grades 11 and 12, and teachers from technical education, post secondary education. During this project self instruction materials will be revised, adapted and developed to satisfy the above objectives. The project objective is to improve and facilitate articulation between vocational and technical schools and to allow students year around entry into technical school curriculums.

VTP 1532
Title: Clothing Services Curriculum Guide.

Developer: Betty P. Watkins
Institution: Vocational Education Media Center, Clemson, South Carolina, 29631
Sponsor: State Department of Education, Columbia, S.C.
Duration: From September 1, 1974 To April 25, 1975

Description of Project: This curriculum guide is designed for use in a two-year occupational program for Clothing Services. A committee of home economics teachers will assist the curriculum and home economics materials specialist in the development of the guide.

VTP 1533
Title: Ten Consumer and Homemaking Quarter Course Curriculum Guides.

Developer: Betty P. Watkins
Institution: Vocational Education Media Center, Clemson, S.C.
Sponsor: State Department of Education
Duration: From September 1, 1974 To May 15, 1975

Description of Project: Ten quarter course curriculum Guides for Consumer and Homemaking Education will be developed for the 9th, 10th, 11th and 12th grades. Teacher committees working with the home economics curriculum and materials

specialist will develop these. Tentative topics are Child Development I and II, School-Age Parents, Clothing and Textiles II, III and IV, Management and Consumerism for Individual I, Consumerism for Family II, Preparation for the Future - Family Life I (Dating skills, courtship, engagement, careers and marriage), and Self-understanding - Personal Development I.

VTP 1534
Title: Exploring Careers in Hospitality and Recreation.

Developer: Mavis C. Sparks, Judith Delaney, and Lila T. Rankin
Institution: Curriculum Development Center, University of Kentucky
Sponsor: Special Vocational Education Programs Unit, Bureau of Vocational Education, Frankfort, Kentucky
Duration: From 1973 To 1975

Description of Project: One of a series of ten units composing the course Exploration in the World of Work. Designed for use at the 9th and 10th grade levels by special vocational education teachers and other vocational education teachers having disadvantaged and handicapped students (EMR) in their classes. Provides an overview of the jobs in the cluster, an opportunity to obtain a mini-skill(s) common to jobs in the cluster, and continuance of personal development and remedial work in the basic academic skills such as reading and math. To be edited and field tested during 1974-75. Not available for distribution until final editing after field testing is completed. Developed through workshop approach.

VTP 1535
Title: Exploring the World of Marketing and Distribution.

Developer: Mavis C. Sparks, O.T. Atkins, and Lila T. Rankin
Institution: Curriculum Development Center, University of Kentucky
Sponsor: Special Vocational Education Programs Unit, Bureau of Vocational Education, Frankfort, Kentucky
Duration: From 1973 To 1975

Description of Project: One of a series of ten units composing the course Exploration in the World of Work. Designed for use at the 9th and 10th grade levels by special vocational education teachers and other vocational education teachers having disadvantaged and handicapped students (EMR) in their classes. Provides an overview of the jobs in the cluster, an opportunity to obtain a mini-skill(s) common to jobs in the cluster, and continuance of personal development and remedial work in the basic academic skills such as reading and math. To be edited and final tested during 1974-75. Not available for distribution until final editing after field testing is completed. Developed through workshop approach.

VTP 1536
Title: Exploring Business and Office Occupations.

Developer: Mavis C. Sparks, Clarence Evans, and Lila T. Rankin
Institution: Curriculum Development Center, University of Kentucky
Sponsor: Special Vocational Education Programs Unit, Bureau of Vocational Education, Frankfort, Kentucky
Duration: From 1973 To 1975

Description of Project: One of a series of ten units composing the course Exploration in the World of Work. Designed for use at the 9th and 10th grade levels by special vocational education teachers and other vocational education teachers having disadvantaged and handicappped students (EMR) in their classes. Provides an overview of the jobs in the cluster, an opportunity to obtain a mini-skill(s) common to jobs in the cluster, an opportunity to obtain a mini-skill(s) remedial work in the basic academic skills such as reading and math. To be edited and field tested during 1974-75. Not available for distribution until final editing after field testing is completed. Developed through workshop approach.

VTP 1537
Title: Exploring Health Careers.

Developer: Mavis C. Sparks, Mary Nordloh, and Lila T. Rankin
Institution: Curriculum Development Center, University of Kentucky
Sponsor: Special Vocational Education Programs Unit, Bureau of Vocational Education, Frankfort, Kentucky
Duration: From 1973 To 1975

Description of Project: One of a series of ten units composing the course Exploration in the World of Work. Designed for use at the 9th and 10th grade levels by special vocational education teachers and other vocational education teachers having disadvantaged and handicapped students (EMR) in their classes. Provides an overview of the jobs in the cluster, an opportunity to obtain a mini-skill(s) common to jobs in the cluster, and continuance of personal development and remedial work in the basic academic skills such as reading and math. To be edited and field tested during 1974-75. Not available for distribution until final testing is completed. Developed through workshop approach.

VTP 1538
Title: Exploring Construction Careers.

Developer: Mavis C. Sparks, James Hill, O.T. Atkins, and Lila T. Rankin
Institution: Curriculum Development Center, University of Kentucky
Sponsor: Special Vocational Education Programs Unit, Bureau of Vocational Education, Frankfort, Kentucky
Duration: From 1973 To 1975

Description of Project: One of a series of ten units composing the course Exploration in the World of Work. Designed for use at the 9th and 10th grade levels by special vocational education teachers and other vocational education teachers having disadvantaged and handicapped students (EMR) in their classes. Provides an overview of the jobs in the cluster, an opportunity to obtain a mini-skill(s) common to jobs in the cluster, and continuance of personal development and remedial work in the basic academic skills such as reading and math. To be edited and field tested during 1974-75. Not available for distribution until final editing after field testing is completed. Developed through workshop approach.

VTP 1539
Title: Exploring Consumer and Homemaking and Related Occupations.

Developer: Mavis C. Sparks, Ernestine Scott, and Lila T. Rankin
Institution: Curriculum Development Center, University of Kentucky
Sponsor: Special Vocational Education Programs Unit, Bureau of Vocational Education, Frankfort, Kentucky
Duration: From 1973 To 1975

Description of Project: One of a series of ten units composing the course Exploration in the World of Work. Designed for use at the 9th and 10th grade levels by special vocational education teachers and other vocational education teachers having disadvantaged and handicapped students (EMR) in their classes. Provides an overview of the jobs in the cluster, an opportunity to obtain a mini-skill(s) common to jobs in the cluster, and continuance of personal development and remedial work in the basic academic skills such as reading and math. To be edited and field tested during 1974-75. Not available for distribution until final editing after field testing is completed. Developed through workshop approach.

VTP 1540
Title: Exploring Careers in Transportation.

Developer: Mavis C. Sparks, Arthur W. Craig, and Lila T. Rankin
Institution: Curriculum Development Center, University of Kentucky
Sponsor: Special Vocational Education Programs Unit, Bureau of Vocational Education, Frankfort, Kentucky
Duration: From 1973 To 1975

Description of Project: One of a series of ten units composing the course Exploration in the World of Work. Designed for use at the 9th and 10th grade levels by special vocational education teachers and other vocational education teachers having disadvantaged and handicapped students (EMR) in their classes. Provides an overview of the jobs in the cluster, an opportunity to obtain a mini-skill(s) common to jobs in the cluster, and continuance of personal development and remedial work in the basic academic skills such as reading and math. To be edited and field tested during 1974-75. Not available for distribution until final editing after field testing is completed. Developed through workshop approach.

VTP 1541
Title: Exploring Careers in Public Service.

Developer: Mavis C. Sparks, James L. Johnson, and Lila T. Rankin
Institution: Curriculum Development Center, University of Kentucky
Sponsor: Special Vocational Education Programs Unit, Bureau of Vocational Education, Frankfort, Kentucky
Duration: From 1973 To 1975

Description of Project: One of a series of ten units composing the course Exploration in the World of Work. Designed for use at the 9th and 10th grade levels by special vocational education teachers and other vocational education teachers having disadvantaged and handicapped students (EMR) in their classes. Provides an overview of the jobs in the cluster, an opportunity to obtain a mini-skill(s) common to jobs in the cluster, and continuance of personal development and remedial work in the basic academic skills such as reading and math. To be edited and field tested during 1974-75. Not available for distribution until final editing after field testing is completed. Developed through workshop approach.

VTP 1542
Title: Exploring Careers in Manufacturing.

Developer: Mavis C. Sparks, Doris Love, and Lila T. Rankin
Institution: Curriculum Development Center, University of Kentucky
Sponsor: Special Vocational Education Programs Unit, Bureau of Vocational Education, Frankfort, Kentucky
Duration: From 1973 To 1975

Description of Project: One of a series of ten units composing the course Exploration in the World of Work. Designed for use at the 9th and 10th grade levels by special vocational education teachers and other vocational education teachers having disadvantaged and handicapped students (EMR) in their classes. Provides an overview of the jobs in the cluster, an opportunity to obtain a mini-skill(s) common to jobs in the cluster, and continuance of personal development and remedial work in the basic academic skills such as reading and math. To be edited and field tested during 1974-75. Not available for distribution until final editing after field testing is completed. Developed through workshop approach.

VTP 1543
Title: Exploring Careers in Agri-Business, Natural Resources, and Environmental Control.

Developer: Mavis C. Sparks, Ray Roundtree, and Lila T. Rankin
Institution: Curriculum Development Center, University of Kentucky
Sponsor: Special Vocational Education Programs Unit, Bureau of Vocational Education, Frankfort, Kentucky
Duration: From 1973 To 1975

Description of Project: One of a series of ten units composing the course Exploration in the World of Work. Designed for use at the 9th and 10th grade levels by special vocational education teachers and other vocational education teachers having disadvantaged and handicapped students (EMR) in their classes. Provides an overview of the jobs in the cluster, an opportunity to obtain a mini-skill(s) common to jobs

in the cluster, and continuance of personal development and remedial work in the basic academic skills such as reading and math. To be edited and field tested during 1974-75. Not available for distribution until final editing after field testing is completed. Developed through workshop approach.

VTP 1544
Title: Developing Articulated High School and Post High School Curriculum.

Developer: Brandon B. Smith
Institution: Minnesota Research Coordinating Unit for Vocational Education, 145 Peik Hall, University of Minnesota, Minneapolis, Minnesota, 55455
Sponsor: Program Planning and Development Unit of Division of Vocational-Technical Education, State Department of Education, Part D, P.L. 90-576
Duration: From June 30, 1971 To June 30, 1975

Description of Project: This development project is designed to produce a handbook for vocational instructions interested in competency-based education. It will delineate simple steps that will help vocational instructors develop valid, articulated vocational programs for secondary and post-secondary students who are seeking occupations in agriculture, business and office, distributive, health fields, home economics, or industrial fields. The Handbook presumes that the reader is not familiar with many of the terms and concepts associated with competency-based instruction. Therefore, a brief discussion of competency-based instruction which is personalized for students is offered in the first chapter and a glossary of terms is included in Appendix A. Chapters II and III address the organization of the local program and the content, organization, and instructional sequence of a single occupation within the local program. Chapter IV includes guidelines for developing instructional modules. Chapter V suggests a system for teachers to use in monitoring students' progress through modules toward their occupational goals. Currently, the manuscript has been submitted to the advisory committee for feedback. The next step would be to field test the handbook at selected areas throughout the state.

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	Page
Title By State Index	1090
Abstracts	1095
State Vocational Education Research Offices Directory	1131

TITLE BY STATE INDEX

Alabama	Development and Implementation of a Statewide Vocational Education Terminee Follow-Up System for Alabama.	VTP 1602
Arkansas	Education - Industry Exchange Program for Vocational Teacher Education Preparation, An.	VTP 1579
	Unified School-Community Approach to Remodel Guidance Services and Expand Next Step Placement and Follow-up, A.	VTP 1618
California	Assessing and Field Testing Career Planning and Development Approaches for Adults: Focus on Ethnic Minorities and Women.	VTP 1613
	Manpower Management Information System: Educational Resources.	VTP 1603
	Study of the Vocational Education Grants Management System.	VTP 1572
	Validated Program Development Model and Staff Development Prototype for Comprehensive Career Guidance, Counseling, Placement, and Follow-Up, A.	VTP 1612
Connecticut	Evaluation of the Reading Program, General Education Component of the Connecticut Vocational/Technical Schools.	VTP 1606
District of Columbia	Operational Blueprint for Health Careers Education and Training Program.	VTP 1624
Georgia	Comprehensive Project to Develop Individualized Instructional Packages and Other Related Materials, For Georgia Coordinated Vocational Academic Education (CVAE) Students, A.	VTP 1605
	Developing, Field Testing and Demonstrating the Public Services Cluster Curriculum.	VTP 1608
	Development of a Career Planning Guide for Students.	VTP 1611
	Needs Based Vocational Guidance Program, A.	VTP 1622
Idaho	Guidance, Counseling, Placement and Followup Services Project.	VTP 1625
Illinois	DISCOVER: A Computer-Based Career Guidance and Counselor-Administrative Support System.	VTP 1620
Indiana	Implementation of a State-Wide Guidance Program with Emphasis on Counseling, Placement, and Follow-up for Selected Target Groups.	VTP 1615

Kentucky	Career Education for Region XII.	VTP 1563
	Career Education for Region 12 (Hazard).	VTP 1597
	Innovative Program for Achieving the Goals of Education in Human Relations and Occupational Competency (Grades 7-Adult).	VTP 1607
	Triangular Teaching Process in Mass Communication, A.	VTP 1596
Maine	COPE (Career Opportunity Placement and Evaluation)--Employment for High School Seniors and/or Drop-outs.	VTP 1601
	Development of Multi-Media Career Units for Use with Students in Higher Education.	VTP 1599
	Effects of Selected Instructional Strategies on Learning Efficiency in Vocational-Technical Education Programs: Phase II, The.	VTP 1600
	In-School Job Placement Service for Secondary School Students, An.	VTP 1598
	Project ACT-Awareness, Careers, and Transition.	VTP 1614
Minnesota	Procedure for Planning and Evaluating Senior High School Vocational Education Programs: A Local-State System.	VTP 1616
New Hampshire	New Hampshire Model for Vocational Guidance, Counseling, Placement and Follow-up Services, The.	VTP 1617
New Jersey	Validation of Assessment Measures for Use With Disadvantaged Enrollees in Occupational Training Programs.	VTP 1623
Ohio	Development of Occupational Concepts for Educational Programs in Grades 11 and 12.	VTP 1561
	Southwestern Ohio Regional Vocational Education Planning Project.	VTP 1560
	Supportive Vocational Education Thrusts in Career Development Delivery System, Pre-Postsecondary Career Development, and 5-Year Follow-up System.	VTP 1619
Oklahoma	CP-616, "Prague FFA Beef Cattle AI Cooperative Laboratory.	VTP 1604
	Inservice Training for Oklahoma Counselors to Upgrade Counseling Skills in Career Education and Vocational and Technical Education.	VTP 1610

Pennsylvania	Analysis of the In-Service Education Practices, Procedures and Perceptions of Vocational-Technical Teachers and Supervisory Leaders in the Area Vocational-Technical Schools of the Commonwealth of Pennsylvania, An.	VTP 1593
	Continuation and Diffusion of a Model Occupational-Oriented Curriculum.	VTP 1592
	Data Instrument Development for Accounting Program Improvement Study.	VTP 1571
	Development of a Job-Opportunity Based Planning Model for High School Vocational Agriculture Programs.	VTP 1578
	Examination of the Relationship Between High School Experiences of Youth and Success and Satisfaction in Post-Secondary Endeavors, An.	VTP 1595
	Factors Affecting Student Enrollment and Scheduling in Vocational Education Programs.	VTP 1559
	In-Service, Pre-Service Vocational Development Strategy Involving a State College, a Local School District, a State Department of Education, an Area Technical School, and Other Appropriate Agencies, An.	VTP 1562
	Job Placement.	VTP 1553
	Study of the Intraclass Grouping and Traditional Grouping on Students' Terminal Achievements During the Last Nine Weeks in First Semester Typewriting, A.	VTP 1573
	VEMIS Back-Up Facility and Transfer of Functions.	VTP 1594
South Dakota	Research and Development for a State-Wide System of Placement and Follow-Up of Vocational-Technical Education Graduates.	VTP 1609
Texas	Application of Systems Analysis Techniques to Vocational-Occupational Curriculum Planning.	VTP 1552
	Employment Opportunities and Training Needs in Agriculture.	VTP 1551
	General Follow-up Study.	VTP 1580
	Identification of Actual Task Performed and Relative Amount of Time Spent on Task by Vocational-Technical Personnel.	VTP 1550
	Training In A Summer Camp Setting for Paraprofessionals Working With The Deaf And Hard of Hearing.	VTP 1554

Virginia	Compilation, Preparation, and Distribution of Instructional Materials That Emphasize Positive Work Ethics in Relation to Occupational Choice, A.	VTP 1576
Washington	Curricular Change For Teaching Teenage Parents.	VTP 1575
	Survey and Documentation of Vocational Skills/ Needs and Corresponding Job Availability in the Orting School District.	VTP 1577
	Surveying Restaurant Skills Needs to Establish a Food Service Class.	VTP 1574
West Virginia	Design for Establishment of a Career Oriented Educational Program, A.	VTP 1558
	Pre-Vocational Course of Study in Protective Services Occupation Cluster.	VTP 1556
	Vocational Guidance Simulation Project.	VTP 1557
	Vocational Summer School Career Education For Teachers and Counselors.	VTP 1555
Wisconsin	Assessment and Determination of Basic Competencies Necessary for Utility Operators Utilizing Ground Water Supplies.	VTP 1548
	Career Information for Area High Schools.	VTP 1568
	Career Information, Group Counseling.	VTP 1570
	Civil Highway Curriculum Evaluation.	VTP 1585
	Data Base Establishment and Model Development for a Coordinated Comprehensive Placement System.	VTP 1621
	Employability Skills - A Job Placement Education Program.	VTP 1566
	Evaluation of Architectural Technology Curriculum.	VTP 1588
	Evaluation of Farm Training.	VTP 1584
	Follow-Up Study of 1973 Summer Program Offered Jointly by Stout and NCTI.	VTP 1587
	Graduate Student Research Grants - Phase IV.	VTP 1586
	Greater Milwaukee Metropolitan Area Career Education Project Office Proposal, Phase III.	VTP 1581
	Implementation of Office Simulation Laboratory.	VTP 1546
	Implementation of Terminal Applications for Computer Assisted Instruction (CAI) and Student Records Systems (SRS).	VTP 1567

Implementing a Flexible Year-Round Educational Program for Vocational-Technical Education - Phase II. VTP 1569

Information Retrieval Demonstration and Research Project. VTP 1591

Investigating the Interaction of Learning Styles and Types of Learning Experiences and Assessment of Their Impact Upon Learning in Post-Secondary Vocational-Technical Education Programs. VTP 1583

Investigation of Required Competencies and Curriculum Evaluation in Metal Occupations, An. VTP 1549

Proposal to Develop an Office Simulation Program for the Account Clerk and Clerk Typist Programs at Gateway Technical Institute, Kenosha Campus, A. VTP 1545

School-Based Job Placement Service Model: Phase III, Implementation. VTP 1547

Self-Instructional Slide/Tape Series for ERIC and NTIS Users: Phase II--Developing Self-Instructional Materials for NTIS Users. VTP 1590

Study of the Attitude Dimension of the Potential Early Withdrawal Student at NCTI, A. VTP 1565

Study of the Transportability and Effectiveness of the UW-Stout CMIS in Individualized Instruction Systems Based Upon Learning Styles, A. VTP 1589

Task Analysis Study to Determine Curriculum Elements Needed to Train Industrial Maintenance Men to Repair and Maintain Industrial Load Handling Equipment, A. VTP 1564

Vocationally Coordinated Curriculum for General Education. VTP 1582

VTP 1545
Title: A Proposal to Develop an Office Simulation Program for the Account Clerk and Clerk Typist Programs at Gateway Technical Institute, Kenosha Campus.

Initiator: Jack Banerdt
Institution: Gateway Vocational, Technical and Adult Education District, Kenosha, Wisconsin
Sponsor: Wisconsin Dept. of Public Instruction, Madison
Duration" July 1, 1974 To June 30, 1975

Objectives: (1) To turn the classroom into a functioning business office. By providing a realistic office environment students become an employee going to a job rather than a student going to class, (2) To provide an opportunity for students to obtain practical office experience which can help bridge the gap between the world of education and business, (3) To help meet the needs of the disadvantaged student. As a result of the built-in motivational factor, studies have shown that absenteeism is reduced among disadvantaged students with this type of instruction, (4) To help reduce youth unemployment. This type of program would develop the employability of the disadvantaged student to the level whereby they can more successfully compete for jobs with other members of the work force. By eliminating the failure factor, more students will see the need for and the value of education and remain in school until they reach an entry level proficiency in office occupations, and (5) To provide female office workers, who are returning to the work world after an extended time, an opportunity to update and refresh their office procedures and skills.
Methodology: (1) The simulation committee, made up of three business education instructors, will recommend purchase of necessary furniture and equipment, (2) Plans for office design and layout will be finalized and carried out, (3) Instructional personnel will attend a workshop to train APEX office managers. The workshop is conducted by the publishers prior to the beginning of the fall semester, 1974, (4) Instructional personnel will attend a workshop at the University of Wisconsin - Eau Claire: "Related Studies in Business Education: APEX Simulation", (5) One APEX branch office (20 employees will be operated the first semester with two branches (40 employees) operating the second semester, (6) After the first semester, the APEX materials will be evaluated. Changes, additions, and deletions will be made where necessary to better create a realistic work flow, and (7) Evaluation of APEX will be made in May, 1975. Federal funds total $1,566.00.

VTP 1546
Title: Implementation of Office Simulation Laboratory.

Initiator: Frederick J. Nierode
Institution: Lakeshore Technical Institute, Cleveland, Wisconsin
Sponsor: Wisconsin Dept. of Public Instruction, Madison
Duration: July, 1974 To June, 1975

Objectives: (1) To work in a realistic office setting and make direct application of the knowledge and skills gained in education, (2) To provide additional motivation to disadvantaged students who oft times do not relate to the traditional classroom setting, (3) To provide employable skills for youth between the ages of 18 and 21 and give them firsthand experience in the skills and knowledge necessary to function in an office, (4) To provide office workers who are returning to employment after many years absence with the opportunity to update and sharpen their office skills, (5) To provide a working area in which the students may make use of their knowledge and skills but also provide an interaction between other employees, and (6) To provide the student with a clear comprehension of the importance of the routine flow of work in an active business office and make them aware of their importance in this area.
Methodology: Mr. Curt Sharp assisted by Mrs. Nancy Skebba will be responsible for evaluating and purchasing the equipment and materials to be used in the simulated office. At this time the APEX materials have been selected as being superior to anything else currently on

the market. During the first semester Mr. Sharp will be relieved from his normal teaching responsibilities to devote ten hours per week in preparing the simulated office to accept students the second semester. The 3-M company will be referred to when necessary to assist in the implementation and operation of this laboratory. The simulated office will be set up to handle a maximum of 20 students at any given time. It is planned that during the second semester there will be two sections of 20 students each involved in this educational project. It is planned that Mr. Sharp will supervise one section of 20 students and Mrs. Skebba will supervise a second section ot 20 students. The curriculums for Secretarial Science and the Vocational programs for Clerk-Typist, Business Machines, and Stenography, will be revised to avoid duplication and provide an economy of student teaching time. Federal funds total $3,655.00.

VTP 1547
Title: School-Based Job Placement Service Model: Phase III, Implementation.

Initiator: Charles H. Matters
Institution: Reading-Muhlenberg AVTS, Reading, Pennsylvania
Sponsor: Pennsylvania Dept. of Education, Harrisburg
Duration: July 1, 1974 To June 30, 1975

Objectives: (1) To provide placement and follow-up services for all youth commensurate with their ability and interests, (2) To provide preparation activities directed to all youth exiting school which will enable them to obtain and retain employment, and (3) To establish lines of communication with the Bureau of Employment Security and industry which will facilitate the successful entry of youth exiting school into the labor market.
Methodology: The success of a school-based job placement system centers around five primary components that will determine the effectiveness of the system. They are: (1) the overall educational program, (2) the job openings developed cooperatively by the educational system and the Bureau of Employment Security, (3) the cooperation between the educational system and the Bureau of Employment Security in matching students with employment opportunities, (4) the follow-up of students to assist them in work adjustment, and (5) the feedback of information to provide input for improving the educational program. Federal funds total $24,457.75.

VTP 1548
Title: Assessment and Determination of Basic Competencies Necessary for Utility Operators Utilizing Ground Water Supplies.

Initiator: Daniel Wagner
Institution: Southwest Wisconsin Vocational-Technical Institute, Fennimore, Wisconsin
Sponsor: Wisconsin Dept. of Public Instruction, Madison
Duration: July, 1974 To June, 1975

Objectives: (1) To identify competencies for entry level and mid-management level positions in the Municipal Services employment area by means of a research instrument, (2) To develop resultant competency based guides which would be flexible enough to be used statewide on an extension basis or in full-time programs, (3) To develop competency based curriculum guides that are flexible enough to be adopted to group or self paced instruction methodology, (4) To examine and refine existing curriculum materials, and (5) To utilize available individuals with expertise in water treatment with emphasis on ecology and environment studies.
Methodology: (1) Gather data on previous studies done in the area of municipal services with emphasis on ground water utilization, (2) Work with an advisory committee and local and state staff to develop a survey instrument to assess the required occupational competencies, (3) Survey utilizing the personal interview method selected area and state employers to determine necessary competencies, and (4) The curriculum materials and other research findings will be shared with other districts in

the state for use in extension programs and in other appropriate instructional areas. Federal funds total $7,154.00.

VTP 1549
Title: An Investigation of Required Competencies and Curriculum Evaluation in Metal Occupations.

Initiator: William G. Welch
Institution: Western Wisconsin Technical Institute, La Crosse, Wisconsin
Sponsor: Wisconsin Dept. of Public Instruction, Madison
Duration: July, 1974 To June, 1975

Objectives: (1) To evaluate the effectiveness of existing programs in the metal area, (2) To conduct a task analysis in the metals area as a basis for future curriculum decision, and (3) To aid in curriculum changes, development and trends in the metals field, in relation to programs in Machine Tools, Welding and Metal Fabrication.
Methodology: The study will be conducted through both mailed surveys and personal interviews; approximately 50 employers in the quad-state area of Illinois, Wisconsin, Iowa and Minnesota will be selected for personal interviews. Other employers will be included in the mail survey. Sampling techniques will be used to insure proper distribution of employers as to relationship of size of the industry, type of employment, and geographic location. The personal interviews and mail survey will utilize a common instrument for purpose of comparability of data. Federal funds total $3,128.00.

VTP 1550
Title: Identification of Actual Task Performed and Relative Amount of Time Spent on Task by Vocational-Technical Personnel.

Initiator: Billy N. Pope
Institution: EPD Consortium D, Richardson, Texas
Sponsor: Texas Education Agency, Austin
Duration: July 1, 1974 To June 30, 1975

Objectives: (1) To differentiate task and subtask from competencies identified in previous studies, and (2) to identify relative amount of time spent on each task that must be performed.
Methodology: The project staff assisted by consultants and panel of experts will develop a survey instrument based on task and subtask separated from perceived competencies found in previous studies. The instruments will be mailed to personnel in all vocational areas and a random sample of all areas will be interviewed on site. A special computer program for statistical analysis will be developed. Federal funds total $38,952.00.

VTP 1551
Title: Employment Opportunities and Training Needs in Agriculture.

Initiator: John W. Holcomb
Institution: Dept. of Agricultural Education, Texas A&M University, College Station, Texas
Sponsor: Texas Education Agency, Austin
Duration: September 1, 1974 To August 31, 1975

Objectives: (1) To identify competencies in horse and cotton production required at the entry and advanced level of employment, (2) To refine and validate competencies in horse and cotton production, (3) To interpret data on employment and training needs in agribusiness, (4) To up-date the employment and training needs in Texas agribusiness from data supplied by USOE, U.S. Department of Agriculture, U.S. Department of Labor, and the U.S. Bureau of the Census through the National Committee on Employment and Training Needs in Agribusiness, and (5) To publish a final report for submission to the Texas Education Agency and to disseminate copies to states through reciprocity.
Methodology: The project team will compile a list of tentative competencies in horse and cotton production utilizing the expertise of Texas A&M University personnel. The competencies will be submitted to advisory committees for review and refinement. The project team will review and revise the work of the advisory committee and submit the competencies to another advisory committee in each of the two areas for

review, refinement, and validation. The validated results will be published and made available to the appropriate agencies and states. The project team will provide a written interpretation of manpower needs in Texas agribusiness through previously conducted studies. Also, the project team will up-date the employment and training projections from information supplied by USOE, U.S. Department of Agriculture, U.S. Bureau of the Census and the Department of Labor if considered necessary by the project team and the Texas Education Agency. Federal funds total $30,816.00.

VTP 1552
Title: Application of Systems Analysis Techniques to Vocational-Occupational Curriculum Planning.

Initiator: Webb Jones
Institution: Dept. of Secondary and Higher Education, East Texas State University, Commerce
Sponsor: Texas Education Agency, Austin
Duration: July 15, 1974 To August 16, 1974

Objectives: To familiarize vocational-occupational staff with basic systems analysis approaches to total curricula planning and development and as such specifically relates to job and task analysis, understanding the labor market supply and demand process and the role of employer advisory committees.
Methodology: A two day workshop will be held for vocational directors and other VOE administrators at which time the workshop coordinator will review a basic systems approach to the curricula planning and development process. Through the use of a formal "Course Specification" he will show how a single course or a whole program can be sequentially developed, in a systematic fashion. He will also show how area employers can become actively involved in helping to develop relevant curricula and programs, to provide meaningful cooperative and work-experience opportunities, to provide employment opportunities, and last, to provide useful feedback on student/worker performance which is needed for total course evaluation and effectiveness. Federal funds total $2,211.00.

VTP 1553
Title: Job Placement

Initiator: Robert Kifer and Don Thomas
Institution: Greater Johnstown AVTS, Johnstown, Pennsylvania
Sponsor: Pennsylvania Dept. of Education, Harrisburg
Duration: July 1, 1974 To June 30, 1975

Objectives: (1) To provide placement and follow-up services for all youth commensurate with their ability and interests, (2) To provide preparation activities directed to all youth exiting school which will enable them to obtain and retain employment, and (3) To establish lines of communication with the Bureau of Employment Security and industry which will facilitate the successful entry of youth exiting school into the labor market.
Methodology: The success of a school-based job placement system centers around five primary components that will determine the effectiveness of the system. They are: (1) The overall educational program, (2) The job openings developed cooperatively by the educational system and the Bureau of Employment Security, (3) The cooperation between the educational system and the Bureau of Employment Security in matching students with employment opportunities, (4) The follow-up of students to assist them in work adjustment, and (5) The feedback of information to provide input for improving the educational program. Federal funds total $23,279.27.

VTP 1554
Title: Training In A Summer Camp Setting for Paraprofessionals Working With The Deaf And Hard Of Hearing.

Initiator: Ann Hansen Garrett
Institution: McLennan Community College, Waco, Texas
Sponsor: Texas Education Agency, Austin
Duration: July 1, 1974 To August 31, 1974

Objectives: To develop and provide an intensive training experience for 40 persons working in paraprofessional roles with the deaf and hard of hearing; and to provide career exploration

experiences for 20 persons interested in a career related to the handicapped. The experience of living for an extended period of time, on a 24-hour basis, with deaf and hard of hearing children will be provided. Instruction in child development, total communication skills and behavior modification concepts and skills will be provided.
Methodology: Sixty persons (40 paraprofessionals and 20 career explorers) will spend three weeks in a summer camp setting at Camp La Junta in Kerrville, Texas; and they will be enrolled for four semester hours credit in a child development course with McLennan Community College. The first week will be spent in learning total communication, behavior modification and media skills plus basic child development concepts and orientation to the camp setting and operation. The second and third week will be spent as camp counselors living in cabins with deaf and hard of hearing children, 7-12 years of age. Federal funds total $16,668.00.

VTP 1555
Title: Vocational Summer School Career Education For Teachers and Counselors.

Initiator: L. S. McKinney
Institution: Fayette County Board of Education, Fayetteville, West Virginia
Sponsor: West Virginia State Board of Education, Charleston
Duration: July 8, 1974 To August 1, 1976

Objectives: (1) To provide intensive exploration in Career Education for first year elementary teachers and counselors, second year junior high teachers and counselors, third year for senior high teachers and counselors, (2) To provide the basic knowledge and experiences necessary to implement this at the three levels named.
Methodology: The procedures of the project will be classroom work in the morning with "hands-on" work in the afternoons. A project will be developed by each participant to take back to their school for implementation in the fall. Federal funds total $7,996.00.

VTP 1556
Title: Pre-Vocational Course of Study in Protective Services Occupation Cluster.

Initiator: David L. Acord and Hubert B. Moore
Institution: Kanawha County Schools, West Virginia
Sponsor: West Virginia State Board of Education, Charleston
Duration: July 1, 1974 To June 30, 1975

Objectives: (1) To interest young men and women in protective services as a career, (2) To help generate better criminal justice-community relations, (3) To help generate increased student knowledge of the law and their relationship and responsibilities to it, (4) To increase placement of younger persons in the protective and other agencies, (5) To inform the total student body of career opportunities available in protective services, and its related fields, (6) To help increase each participant's empathy and sensitivity towards other human beings, (7) To provide pre-entry job experience through a co-op program, (8) To prepare learners for advanced study in the field of protective services, (9) To help increase each participant's awareness of local criminal justice needs and how these needs affect protective service workers, (10) To increase each student's awareness of the cause and consequences of crime and related problems, and (11) To present a broader understanding of protective services and its role in our society.
Methodology: The procedures are directed toward securing the involvement of the administrative staff, parents, students, public service agencies as well as the total community. The teacher involved in the project will be employed twelve months. In addition, knowledge gained during the period of the project will be made available to other educational agencies. Job placement services will be provided as students acquire job entrance level competencies. This service will assist the student in bridging the gap between school and work. Federal funds total $15,883.00.

VTP 1557
Title: Vocational Guidance Simulation Project.

Initiator: George A. Lipscomb
Institution: Board of Education of the County of Preston, Kingwood, West Virginia
Sponsor: West Virginia State Board of Education, Charleston
Duration: July 1, 1974 To June 30, 1975

Objectives: (1) To develop, in a rural school system located in an Appalachian area, an intensive and comprehensive Vocational, Guidance, program serving the needs of youth in grades 9 and 10, (2) To provide students with the opportunity to explore their interest, aptitude and abilities more fully by working with a program which physically involves them in a series of tasks related to activities required in a future job. It allows the student to explore his ability for training and/or employment in a job for which he is suited, and (3) To better prepare students for wiser and more realistic curricular choices that will be offered at the Preston County Vocational Education Center and to expand the present vocational guidance program. Methodology: The procedures are directed toward the involvement of guidance counselors, school personnel, parents, students, business, industry and manpower agencies and the community in order to assure the implementation and success of the project on a continuing basis. Work sessions will be organized for those teachers, counselors involved with the pre-vocational program for the 10th grade. These sessions will be designed to acquaint the teachers with the objectives, procedures, and content of the hands-on experience program. Federal funds total $41,136.00.

VTP 1558
Title: A Design for Establishment of a Career Oriented Educational Program.

Initiator: Robert E. Wright
Institution: Mercer County Board of Education, Princeton, West Virginia
Sponsor: West Virginia Board of Education, Charleston
Duration: July 1, 1974 To June 30, 1977

Objectives: The goal of this project is to establish a career oriented educational program in the Matoaka Schools K-12. Project components are (1) a career awareness program for students in grades K-6, (2) a career orientation program for students enrolled in grades 7-8, (3) a career exploration program for students in grades 9-10, and (4) career preparation program opportunities for students enrolled in grades 11-12. The program will incorporate intensive occupational guidance and counseling services and expanded vocational education offerings at the county Vocational School. Methodology: Project procedures are designed to involve a project task force consisting of teachers, counselors, administrators, students, parents and business industry and community leaders. Task forces are to assist in an advisory capacity in project implementation. An extensive in-service professional personnel development program is to be initiated to assist participating staff in becoming oriented to the project and materials, methods and techniques which have proven effective in similar projects. Federal funds total $10,000.00.

VTP 1559
Title: Factors Affecting Student Enrollment and Scheduling in Vocational Education Programs.

Initiator: Dan K. Jacobs
Institution: Associated Educational Consultants, Inc., Pittsburgh, Pennsylvania
Sponsor: West Virginia State Board of Education, Charleston
Duration: August 15, 1974 To January 1, 1975

Objectives: (1) To identify specific factors which inhibit secondary students in West Virginia from enrolling or maintaining their enrollment in vocational education programs, (2) To categorize identified factors on the basis of their nature and origin, and (3) To recommend alternatives for consideration in

alleviating inhibiting factors identified including actions which might be taken by appropriate agencies. Methodology: Within ten (10) days after acceptance of this proposal, a team of at least four (4) professional educators will be formed to totally plan the organization of this study. With the on-site visitation to each of the twelve (12) project sites, conducting interviews, analyzing procedures, policy, and questionnaires, this study will take approximately five (5) months. The conclusion date will be January 1, 1975. The four (4) members of the study team are extremely knowledgeable in public education as it specifically relates to this project of vocational education and research design. Federal funds total $8,903.00.

VTP 1560
Title: Southwestern Ohio Regional Vocational Education Planning Project.

Initiator: Russell F. Garr
Institution: Greene Joint Vocational School District
Sponsor: Ohio State Dept. of Education, Columbus
Duration: July 1, 1974 To June 30, 1974

Objectives: (1) To provide a more comprehensive vocational program to all students in southwest Ohio, (2) To enhance the economic efficiency of vocational programming in southwest Ohio, (3) To coordinate regional planning in southwest Ohio with the Ohio State Department, Division of Vocational Education, (4) To better match vocational program offerings with current and projected labor market demands, (5) To provide to participating districts information concerning the availability of prospective vocational teachers, and (6) To facilitate, at the request of participating vocational education planning districts, in-service education programs on a regional basis. Methodology: Principle activities will include: (1) Coordinating student enrollment across district boundaries, (2) Recruitment of prospective vocational teachers, and (3) In-servicing of vocational teachers. Federal funds total $9,000.00.

VTP 1561
Title: Development of Occupational Concepts for Educational Programs in Grades 11 and 12.

Initiator: Florence M. Wellman
Institution: Wyoming City Schools Board of Education
Sponsor: Ohio State Dept. of Education, Columbus
Duration: August 5, 1974 To June 13, 1975

Objectives: (1) To identify activities representative of the kinds of things students will be engaged in when they enter selected professions or careers, (2) To list the knowledge (facts, theories, principles, etc.) that are related to a career in one of the professions pursued, and (3) To design a program which will arrange the activities and knowledge in a natural sequence or order asspreparation for post secondary education. Methodology: Activities will be directed toward research and revision of curriculum, the selection of teachers to integrate activities and knowledge into meaningful post secondary educational offerings. Federal funds total $10,000.00.

VTP 1562
Title: An In-Service, Pre-Service Vocational Development Strategy Involving a State College, a Local School District, a State Department of Education, an Area Technical School, and Other Appropriate Agencies.

Initiator: Michael A. Ciavarella
Institution: Shippensburg State College, Pennsylvania
Sponsor: Pennsylvania State Dept. of Education, Harrisburg
Duration: July 1, 1974 To June 30, 1975

Objectives: (1) To continue an in-service pre-service plan for implementing career education through a cooperative arrangement involving Shippensburg State College, Big Spring School District, the Pennsylvania Department of Education, and the Cumberland-Perry Technical School, (2) To provide an in-service workshop for project participants on the "what",

"why", and "how" of vocational development and to refine curricular materials and activities developed in the first year, (3) To provide pre-service orientation and experiences geared to foster vocational development through a strategy of interaction between teachers at Big Spring School District and teacher education majors at Shippensburg State College, (4) To integrate the components of vocational development into the curriculum of Big Spring School District as well as into the pre-service teacher preparation program at Shippensburg State College, (5) To identify and attempt to modify stereotypes, distortions, and mis-information that in-service and pre-service teachers may have about the world of work, (6) To study and infuse vocational development concepts into the curriculum of the school, (7) To field test the Career Development Guide developed by the Pennsylvania Department of Education, (8) To demonstrate how the consultative services of a college, a local school district, a department of education, and an area technical school can be used in a cooperative arrangement to facilitate and promote vocational development, and (9) To establish evaluative procedures to determine the extent to which this project is achieving its stated objectives. Methodology: (1) A three weeks summer workshop involving 50 teachers from Big Spring School District (Newville, Pa.) will be held at the project site (Big Spring High School) beginning on August 5, 1974 and ending on August 23, 1974. (2) The workshop will continue to orient teachers on the "what", "why", and "how" of vocational development. To assist in the orientation phase, the following personnel will be involved: counselor educators, vocational educators, staff members of the Research Coordinating Unit (Pennsylvani Department of Education), directors of on-going vocational development curriculum consultants, manpower specialists and other appropriate consultants and personnel. (3) One or two selected field trips will be taken to schools or sites involved in similar projects. (4) The workshop will be used as an information gathering activity. However, a major portion of the workshop will be devoted to refining the curricular materials and activities developed in the project's first year. (5) A series of interaction meetings will be held (beginning in September, 1974) involving in-service and pre-service teachers as well as other appropriate consultants and personnel. (6) Continuous feedback will be conducted between Big Spring School District and Shippensburg State College as a mechanism for guiding and effecting changes in the teacher education program of Shippensburg State College. (7) Beginning in September, 1974, a series of participatory activities are planned whereby both in-service and pre-service teachers can work together in planning activities and developing curricular materials which foster career development. (8) Activities designed to orient undergraduate majors in teacher education to the broad concepts in vocational development will be continued as part of their coursework. Through this strategy, Shippensburg State College will continue to infuse vocational development into its teacher preparation program. (10) Beginning in September, 1974, six (6) in-service meetings (2 hours per meeting) will be held at Big Spring School District and involve the 50 in-service participants. This procedure will afford the participants the opportunity to refine existing curricula and to develop new vocational development materials on a continuous basis. Federal funds total $38,350.00.

VTP 1563
Title: Career Education for Region XII.

Initiator: Owen D. Collins
Institution: Kentucky Valley Educational Cooperative
Sponsor: Kentucky Dept. of Education, Frankfort
Duration: February 1, 1974 To February 1, 1975

Objectives: To develop a strong Career Education program (Grades 7-12), while strengthening and broadening the Awareness effort and upgrading the levels of activities in Preparation and Guidance.

Methodology: The Regional Career Education staff, working with the Career Education Coordinators (CECs) in the thirteen (13) Local Education Agencies (LEAs), will conceptualize, develop, and provide workshop training in the development of Exploration cluster units for groups of teachers, administrators, and guidance counselors from participating schools in the Local Education Agencies. Shorter workshops will be provided in Awareness and Guidance. All school personnel in Region XII will be oriented during the fall in-service days of the respective Local Education Agencies, follow-up visits will be made by the Regional Career Education staff to the Career Education Teams (CETs), and evaluation will be conducted by the Regional Career Education staff, and by a third-party evaluator. Federal funds total $132,448.00.

VTP 1564
Title: A Task Analysis Study to Determine Curriculum Elements Needed to Train Industrial Maintenance Men to Repair and Maintain Industrial Load Handling Equipment.

Initiator: Russell Paulsen
Institution: North Central Technical Institute, Wausau, Wisconsin
Sponsor: Wisconsin Dept. of Public Instruction, Madison
Duration: July, 1973 To June, 1974

Objectives: (1) To formulate and implement an extension program to upgrade employed maintenance men in the repair and maintenance of load handling equipment. (2) To conduct the program in outlying areas of the district, i.e., Antigo, Medford, Stratford, and Price County, as well as the Wausau area.
Methodology: (1) Conduct a comprehensive analysis of various makes and models of load handling equipment presently used in industries within the district, (2) Determine the specific skills and knowledge necessary to perform the maintenance and repair normally done by an industrial maintenance man, (3) Develop a curriculum to teach the skills and knowledges identified, and (4) Implement a district wide extension program for industrial maintenance men. Federal funds total $1,500.00.

VTP 1565
Title: A Study of the Attitude Dimension of the Potential Early Withdrawal Student at NCTI.

Initiator: Russell Paulsen
Institution: North Central Technical Institute, Wausau, Wisconsin
Sponsor: Wisconsin Dept. of Public Instruction, Madison
Duration: July, 1973 To June, 1974

Objectives: To determine if measuring attitudes toward a continuing student, a withdrawing student and self can provide an index of attitude to be used with grade point averages and IQ scores to predict early withdrawal.
Methodology: (1) Three attitude tests consisting of semantic differential tests (23 scales each) will be administered to three groups of students. The test concepts will be a written description of a "drop out" from NCTI; a written description of a "successful completer" at NCTI, and Russell Paulsen. (2) Test groups will be about 150 disadvantaged high school youths attending a Career Exploration Workshop at NCTI during June, 1974, about 150 high school students attending summer programs in Wausau high schools; 400 new freshmen at NCTI, fall semester, 1974. (3) Factor analysis of each concept and each group over each concept will be conducted to determine which scales apply to which dimension of the semantic space. Distances will be established between concepts and between groups and tests of significance between the various distances will be conducted. Federal funds total $750.00.

VTP 1566
Title: Employability Skills - A Job Placement Education Program.

Initiator: Roger H. Lambert and John D. Hartz
Institution: University of Wisconsin-Madison, Madison, Wisconsin
Sponsor: Wisconsin Dept. of Public Instruction, Madison
Duration: July, 1974 To June, 1975

Objectives: Upon completion of the modules the student/individual will: (1) be able to demonstrate on a written exercise an awareness of the problems and complexity of obtaining an entry level position, (2) have inventoried his abilities, aptitudes, interests, values and personality, and translated these into an immediate occupational goals, (3) have inventoried and collated the necessary personal information and papers preparatory to job search, (4) be able to identify and utilize the variety of sources of job leads consistent with his job choice, (5) be able to fill out job application forms in a neat, accurate manner in the "normal" time period allotted, and (6) be able to identify on a written exercise key do's and don'ts for interviewee behavior.
Methodology: The final twelve months of the project when the activities include testing newly formed modules, developing the modules into a package, reproducing the program, conducting a workshop on the use of the program, and disseminating information and evaluating the final package, two professional staff persons will be employed half time - one possessing expertise regarding content, the other possessing expertise in media. Federal funds total $27,085.00.

VTP 1567
Title: Implementation of Terminal Applications for Computer Assisted Instruction (CAI) and Student Records Systems (SRS).

Initiator: Harold R. Whaley
Institution: Fox Valley Technical Institute, Appleton, Wisconsin
Sponsor: Wisconsin Dept. of Public Instruction, Madison
Duration: July, 1974 To June, 1975

Objectives: (1) To develop a student recording system through the use of the computer as a necessary tool, (2) To develop or purchase CAI computer assisted instructional materials to provide alternate methods of instruction, (3) To develop programs for the disadvantaged through the use of terminals, (4) To prepare materials for CAI instruction for the G.E.D. program, and (5) To prepare materials for the Apprentice program for remote locations throughout the state.
Methodology: (1) Identify staff for participation in project, (2) Obtain existing CAI programs in various disciplines from schools now using CAI and SRS, (3) Determine type of equipment necessary to complete installation of terminals, (4) Prepare materials on methods of instruction for CAI for distribution to faculty, (5) Install terminals and other peripheral equipment for instruction, (6) Conduct training sessions for students and faculty on use of CAI, and (7) Prepare and disseminate reports of results of project. Federal funds total $24,857.00.

VTP 1568
Title: Career Information for Area High Schools.

Initiator: Richard J. Brown
Institution: Nicolet College and Technical Institute, Rhinelander, Wisconsin
Sponsor: Wisconsin Dept. of Public Instruction, Madison
Duration: July, 1974 To June, 1975

Objectives: (1) To provide necessary personnel to maintain the project and its elements as developed during the preceding two years, (2) To provide additional personnel to compile print materials to be used in thepproject sites, (3) To provide additional equipment materials, and services as requested by the site personnel directly responsible for the local implementation of the project, and (4) To provide the necessary equipment to maintain the project equipment and materials in a functioning manner.
Methodology: (1) To fulfill the stated objectives it will be necessary to: (a) Maintain the current status of project personnel plus add a full-time library aide, add a second half-time position of clerical help to assist the Library Aide and elevate the half-time audio visual aide to full-time, (b) Provide additional materials and equipment, primarily in the print area, to meet stated needs in the project sites, (c) Provide specific maintenance equipment to keep the audio visual equipment and

materials in a functional state. (2) Accomplishment of the objectives with final evaluation to take place during Fiscal Year 1975. Federal funds total $35,000.00.

VTP 1569
Title: Implementing a Flexible Year-Round Educational Program for Vocational-Technical Education - Phase II.

Initiator: S. J. Spanbauer
Institution: Fox Valley Technical Institute, Appleton, Wisconsin
Sponsor: Wisconsin Dept. of Public Instruction, Madison
Duration: July, 1974 To June, 1975

Objectives: (1) To disseminate a multi-media presentation on year-round education to all VTAE districts who are interested in the project, (2) To develop an evaluation system for use in programs that have been converted to year-round operation, (3) To assist department staff in data analysis and in the preparation of proposals for conversion to year-round education, (4) To continue the committee function which was established in Phase I of the project and make periodic reports to the District Board and State Office, (5) To review curriculum project proposals, (6) To assist departments in order that four programs will be converted to year-round operation by September, 1976, and (7) To prepare a final report for Phase II of the project and disseminate.
Methodology: Phase I report completed and disseminated by June, 1974. Curriculum work completed for programs converting to year-round programs in 1974-75 by August, 1974. Multi-media program made available to VTAE districts of Wisconsin by August, 1974. Year-round education begins for selected programs at FVTI in September, 1974. Evaluation system is developed for year-round programs in October, 1974. Departments analyze existing curriculum and complete data requests to district administration in November, 1974. Departments prepare implementation proposals by December, 1974. Evaluation of year-round programs completed by students and faculty by December, 1974. Proposals reviewed by year-round committee and district administration by January, 1975. Board action on proposals in February, 1975. Curriculum proposals prepared by March, 1975. Evaluation of year-round programs by students, faculty, and consultants in May, 1975. Staff curriculum development projects completed by June, 1975. Report is written; dissemination plan is developed and implemented by June, 1975. Federal funds total $13,740.00.

VTP 1570
Title: Career Information, Group Counseling.

Initiator: Jack Banerdt
Institution: Gateway Vocational, Technical and Adult Education District, Kenosha, Wisconsin
Sponsor: Wisconsin Dept. of Public Instruction, Madison
Duration: July, 1974 To June, 1975

Objectives: To develop and implement additional student services directed to the minority and disadvantaged student with the objectives of improving recruitment effectiveness, increasing enrollment retention and minimizing attrition in full-time programs.
Methodology: On-the-job interview tapes will be developed for all vocational and technical programs offered by the Gateway District. Each tape will be 8-10 minutes in length and will incorporate those questions and answers which were discussed in the objective portion of the proposal. The procedure for this process will consist of combining actual on-the-job interviews, where possible, and a special telephone tape recording of graduates who cannot be interviewed in person. Federal funds total $6,352.00.

VTP 1571
Title: Data Instrument Development for Accounting Program Improvement Study.

Initiator: Adele F. Schrag
Institution: Temple University, Philadelphia, Pennsylvania
Sponsor: Pennsylvania Dept. of Education, Harrisburg
Duration: July 1, 1974 To June 30, 1975

Objectives: (1) To construct and test observation and interview instruments which will produce valid and reliable data when used in observing on-the-job accounting and computing occupations workers, (2) To identify specific tasks performed and frequency of performance, as well as the standard of performance required for task performance; and (3) To stratify the businesses in the five-county Delaware Valley Area by industry by size in order to select the sample population to be employed.
Methodology: A preliminary step will be the construction of a working task list using resources such as: (1) a list of all businesses in the five-counties in and around Philadelphia will be compiled and classified according to the industrial categories, (2) within each industrial category, companies will be classified as small, medium, or large, depending upon the numbers of employees. Assistance of the Administrative Management Society and the Chambers of Commerce in the five counties will be sought to gain entrance into companies from each of the industrial categories - one small, one medium, and one large. (3) Visitations will be arranged and the working instruments will be tested on employees in the accounting and computing cluster and the critical incident technique employed in ascertaining the standard of job performance on tasks. (4) Information gained from these visits will be used to modify the working task list and prepare a pilot task list with options for statements of standards of performance. (5) Five people designated as accounting and computing experts will evaluate the pilot task list in terms of inclusiveness and clarity. (6) Modifications will be made on the basis of all inputs and the instruments will be prepared for actual use. Federal funds total $2,484.00.

VTP 1572
Title: Study of the Vocational Education Grants Management System.

Initiator: Melvin Barlow
Institution: University of California, Los Angeles
Sponsor: California State Dept. of Education, Sacramento
Duration: April 1, 1974 To September 1, 1974

Objectives: (1) To determine whether or not the present system for distributing Vocational Education funds to school and community college districts (entitlements) is based on stated Congressional intent for use of P.L. 90-576, Parts B and F, funds. (2) To determine whether or not the present systems for distributing Vocational Education funds by competitive project grants are based on stated Congressional regulations for use of P.L. 90-576, Parts A, C, D, G and H funds. (3) To determine whether or not a representative sample of school and community college district Vocational Education administrators believe that the existing entitlement and grants management systems should be changed. (4) To determine the changes, if any, in the entitlement and grants management system that a representative sample of school and college district administrators believe should be made. (5) To develop a recommended system, and an alternative, for distributing funds under each part of P.L. 90-576, that would have high impact: i.e., for such use of funds to (a) initiate new vocational education programs, (b) expand current programs beyond existing levels, and (c) provide for the highest possible ratio of local funds to distributed funds for support of vocational education. (6) To provide to the Vocational Education Unit of the California State Department of Education by September 1, 1974 a final report, in camera-ready format. Federal funds total $16,000.00.

VTP 1573
Title: A Study of the Intraclass Grouping and Traditional Grouping on Students' Terminal Achievements During the Last Nine Weeks in First Semester Typewriting.

Initiator: Mary Jean Cignetti
Institution: Pittsburgh City Schools, Pittsburgh, Pennsylvania
Sponsor: Pennsylvania Dept. of Education, Harrisburg
Duration: July 1, 1974 To June 30, 1975

Objectives: (1) There is no significant difference in terminal class performance of students in intraclass grouping and students in traditional classroom grouping. (2) There is no significant difference

in terminal group performance of the fast, average, and slow students of intraclass grouping and the fast, average, and slow students of traditional class grouping in the areas. (3) There are no significant differences in attitudes toward the class of students in intraclass grouping and students in traditional class grouping, nor between the three groups of the experimental and control sections. (4) There are no significant changes in ability self perception of students in intraclass grouping and students in traditional class grouping, nor between the three groups of the experimental and control sections.
Methodology: The experimental design used in this study is the posttest-only control group design. This design consists of two randomly assigned groups--one control group and one experimental group, treatment to be administered to the experimental group, and measurement taken of both groups. Only terminal outcomes are to be measured. Federal funds total $1,000.00.

VTP 1574
Title: Surveying Restaurant Skills Needs to Establish a Food Service Class.

Initiator: Lois Buhman and Lee Lowe
Institution: Mercer Island School District #400, 4160 86th St., S.E., Mercer Island, WA 98040
Sponsor: Washington State Dept. of Education, Olympia
Duration: August, 1974 To October, 1974

Objectives: To determine restaurant skills needs in the Seattle area to establish a food service class from the current lack of factual knowledge to current thorough authoritative data by August, 1974 at a cost of $461.00 in federal funds.
Methodology: The research will be undertaken by administering a survey seeking answers to a series of pre-determined questions during twenty personal interviews. An amount of time in August equivalent to two weeks is anticipated to conduct the survey and compile the report. Federal funds total $1,478.00.

VTP 1575
Title: Curricular Change For Teaching Teenage Parents.

Initiator: Floyd Winegar
Institution: Upper Yakima Valley Vocational Cooperative, Yakima, WA
Sponsor: Washington State Dept. of Education, Olympia
Duration: October, 1974 To December, 1974

Objectives: (1) To increase the number of teachers who understand the problem, who have sufficient informational background, and whose attitude allows them to deal affectively with teenage parents. (2) To develop a class using teachers who are presently dealing with teenage parents as a pilot group.
Methodology: The class will be conducted on a group process oriented approach. A qualified leader will be chosen to lead the class planning activities. Teachers enrolled in the group will identify needs of teachers to deal with educational problems associated with teenage parentage. The teachers enrolled will seek modes of satisfying the needs identified. There will be a pre and post evaluation of: understanding of the problem, informational background of participants, attitudinal measurement instrument. Federal funds total $8,985.00.

VTP 1576
Title: A Compilation, Preparation, and Distribution of Instructional Materials That Emphasize Positive Work Ethics in Relation to Occupational Choice.

Initiator: Charles Curry
Institution: Virginia Polytechnic Institute and State University, Blacksburg, Virginia
Sponsor: Virginia State Dept. of Education, Richmond
Duration: September 30, 1974 To June 10, 1976

Objectives: (1) To locate and obtain copies of existing instructional materials related to teaching pride in good workmanship, ethical conduct, and a realistic self-image, (2) To evaluate, organize, and compile these materials into An Annotated Bibliography of

Curriculum Materials in Vocational Education Related to Instruction in Work Ethics, (3) To prepare additional instructional materials which add to the body of available information and fill the gaps where materials are limited, (4) To familiarize high school students within the state with a variety of forms of work ethics, and (5) To evaluate the efficacy of curriculum materials on the work ethic prepared for junior and senior high school vocational students. Methodology: The materials will be collected through the following procedures: (1) A letter will be developed, with expert assistance, to gather curriculum materials that have been developed in the area of work ethics; (2) This letter will then be sent to all vocational teacher education departments, curriculum development centers and research coordinating units in the country requesting a copy of available curriculum materials in the area of work ethics; (3) Additional letters will be sent to state representatives of the National Network for Curriculum Coordination in Vocational-Technical Education; (4) Also, letters will be sent to all persons responding to the nationwide search for new and/or revised instructional materials in the areas of occupational and career education; and (5) Each State Department of Education will also be surveyed for instructional materials developed in the area of work ethics. Federal funds total $3,600.00.

VTP 1577
Title: Survey and Documentation of Vocational Skills/Needs and Corresponding Job Availability in the Orting School District.

Initiator: Erline Polich and John Hovey
Institution: Orting School District #344, P. O. Box 687, Orting, WA 98360
Sponsor: Washington State Dept. of Education, Olympia
Duration: August, 1974 To September, 1974

Objectives: To determine the vocational skills/needs in the Orting School District and the availability of corresponding job opportunities within a 40 mile radius not later than October 30, 1974 at a cost of $1,478 to the federal government. Methodology: A survey and documentation of the skills/needs of both the district and prospective employers would provide the administration with the authoritative data needed for orderly and progressive program planning. The knowledge gained would be invaluable in that the survey will be organized so that the people will be telling us of their needs and not what we believe their needs to be. The data compiled will also prove invaluable in the final stages of facility planning for the new building program which is now in progress. Federal funds total $461.00.

VTP 1578
Title: Development of a Job-Opportunity Based Planning Model for High School Vocational Agriculture Programs.

Initiator: Richard Stinson
Institution: The Pennsylvania State University, University Park, PA
Sponsor: Pennsylvania State Dept. of Education, Harrisburg
Duration: July 1, 1974 To June 30, 1975

Objectives: A planning model for high school vocational agriculture programs based on job opportunities will be developed: (a) To obtain a description of the geographical area within which graduates obtain their first entry level positions, (b) To obtain a description of an appropriate method for gathering and recording data on job-entry level positions in agriculture within the job opportunity area, (c) To obtain a description of an appropriate method for determining the hierarchy of competencies required for these job-entry level positions, or positions requiring short-term post-secondary training, and (d) To obtain a description of an instructional program planning model in vocational agriculture based on the above concepts. Methodology: The general design of the study is to develop the model on the basis of surveys of graduates of vocational agriculture programs, surveys

of agricultural businesses, a survey of competency studies, and a survey of current research on program development; and to explain its use through one-day seminars. A random selection of Pennsylvania high schools will be made so as to provide at least five samples from each of the following occupational areas: (1) Agricultural production, (2) Agricultural supplies and services, (3) Agricultural mechanics businesses, (4) Agricultural products businesses, (5) Ornamental Horticulture, (6) Agricultural resources, and (7) Forestry. Graduates of the past three years of these programs will be surveyed to determine the geographic area within which each obtained his first job, the title and description of that job, and his occupational area of study in high school. Agricultural businesses within the job-opportunity area will be surveyed to determine titles of job-entry positions, the numbers of such positions, and annual openings for them. Labor Market Data from the Bureau of Labor Statistics will also be used. Certain data from a 1965 study by the Department of Agricultural Education will be used. Federal funds total $30,272.00.

VTP 1579
Title: An Education - Industry Exchange Program for Vocational Teacher Education Preparation.

Initiator: V. N. Hukill
Institution: State College of Arkansas, Conway
Sponsor: Arkansas State Dept. of Labor, Little Rock
Duration: September 1, 1974 To August 31, 1976

Objectives: (1) To provide teachers with industry skill training through a graduate cooperative education program in order to become proficient in specialized areas of vocational education, (2) To enable craftsmen and skilled workers interested in teaching to gain teaching competencies through an undergraduate program designed specifically to meet individual participant's needs, and (3) To develop training curriculums for both populations of participants to be served and to make these curriculums available to other institutions of higher education.
Methodology: (1) A project director will have major responsibilities in providing the instructional activities to both groups of participants. Also, the project director will be responsible for developing a syllabus or training curriculum to meet the respective needs of each target group; i.e., teachers of vocational education proficient in both industry skill and teaching competencies, (2) Select five to ten teachers who aspire to teach in vocational education and provide related work experience through a graduate cooperative education program, (3) Select approximately ten craftsmen or skilled workers who recognize a need to develop teaching competencies and gain undergraduate credit toward receiving a Baccalaureate degree, and (4) Develop new procedures, methods and techniques to augment the existing vocational teacher education program by providing more flexibility to train specialized vocational education teachers not currently being trained in regular colleges and university programs. Federal funds total $24,671.00.

VTP 1580
Title: General Follow-up Study.

Initiator: Charles M. Whitson
Institution: Windham School District, Huntsville, Texas
Sponsor: Texas Education Agency, Austin
Duration: July 1, 1974 To June 30, 1975

Objectives: To determine the relative effectiveness of the academic and vocational education programs of the Texas Department of Corrections in meeting the task of providing the ex-offender with adequate employment skills to perform at least marginally in free society.
Methodology: Three staff members will design and implement the General Follow-up Study. Matched control groups will be selected to provide a baseline of information to be compared to three treatment groups consisting of academic, vocational, and work furlough trainees. The data collection method will consist

of the administration of behavioral interviews to 250 ex-offenders who have been released from the Texas Department of Corrections for a period between one and two years. A statistical analysis will be conducted to determine the significance of differences between the treatment and control groups. Federal funds total $57,890.00.

VTP 1581
Title: Greater Milwaukee Metropolitan Area Career Education Project Office Proposal, Phase III.

Initiator: Richard G. Manske
Institution: Milwaukee Area Technical College, Milwaukee, Wisconsin
Sponsor: Wisconsin State Dept. of Public Instruction, Madison
Duration: July, 1974 To June, 1975

Objectives: (1) To act as a catalyst for the development of K-Adult career education programs, (2) To collect and disseminate, on a periodic basis, information about career education activities taking place in the Milwaukee area and elsewhere through the publication of a monthly newsletter and through the use of a project operated career education lending library, (3) To cooperatively plan and conduct a continuing series of career education workshops, seminars and conferences for teachers, counselors and administrators from public and private schools in the Milwaukee area, (4) To cooperatively plan and conduct workshops, seminars and conferences where adult members of the public, particularly women, can learn about career education as it relates to career choice and decision-making in their own lives, and (5) To seek out and work with business, industry, labor and community organizations to foster career education programs in the Milwaukee area.
Methodology: (1) Periodic visits by the project director and/or associate director to area schools to discuss career education needs and assist in planning career education programs, (2) Publication of a monthly career education newsletter to disseminate career education information to all public and private schools in the Milwaukee area, (3) Operation of a career education lending library, (4) Cooperatively planning and conducting three one week career education workshops for area K-12 educators as well as shorter conferences and workshops as opportunities become available, (5) Cooperatively planning and conducting several adult careers conferences to further the effort begun with the New Careers Conference conducted in February, 1974, and (6) Offering area schools assistance in planning and implementing career education in-service programs through presentation of programs, lending resource materials and participation in planning. Federal funds total $42,606.00.

VTP 1582
Title: Vocationally Coordinated Curriculum for General Education.

Initiator: Philip Stoll
Institution: Moraine Park Technical Institute, Fond du Lac, Wisconsin
Sponsor: Wisconsin State Dept. of Public Instruction, Madison
Duration: July, 1974 To June, 1975

Objectives: (1) To restructure the general education curriculum (communications, human relations and math) to become more applicable to the various occupations it serves in our one and two year diploma programs, (2) To provide flexibility in: (a) application of subject matter, (b) method of instruction, (3) To explore opportunities for innovative methods, (4) To coordinate general education curriculum with needs of the student and employer, (5) To coordinate general education curriculum with the objectives of vocational programs, (6) To coordinate the implementation of the general education curriculum with the counseling process, and (7) To investigate the applicability of the general education curriculum to other VTAE districts.
Methodology: (1) Survey the personal needs and interests of the students, (2) Survey the needs of students in the different vocational programs as these needs apply to the general education curriculum, (3) Prepare a questionnaire to facilitate obtaining pertinent

information regarding employers and employees engaged in occupations which fall under the umbrella of our one and two year diploma programs, and (5) All data collected will be categorized within the three general education areas, (communications, human relations and mathematics) as indicated in procedure one according to subject areas. Federal funds total $11,612.00.

VTP 1583
Title: Investigating the Interaction of Learning Styles and Types of Learning Experiences and Assessment of Their Impact Upon Learning in Post-Secondary Vocational-Technical Education Programs.

Initiator: Stanley Spanbauer
Institution: Fox Valley Technical Institute, Appleton, Wisconsin
Sponsor: Wisconsin State Dept. of Public Instruction, Madison
Duration: July, 1974 To June, 1975

Objectives: (1) To identify the learning styles and preferred teaching styles of all incoming Fox Valley Technical Institute students via alternative forms of learning styles instruments, (2) To identify the learning styles and teaching styles of selected Fox Valley Technical Institute faculty, (3) To identify the reading level and/or style of the curricular materials, (4) To match the learning style and preferred teaching style of selected students with the content, media, learning environment and teaching styles via alternative forms of matching, (5) To assess the impact of the matching listed in objective four above, (6) To implement the ideal Personalized Educational Program Model which provides for diagnostic testing and the providing of alternative forms of learning to meet a given objective, (7) To revise the computer based management system for determining the type of learning experiences appropriate for each student, and (8) To revise the information system designed to provide feedback to teachers on the progress of their students and the suggesting of alternative learning experiences.
Methodology: (1) Diagnostically test all incoming students at FVTI, (2) Diagnostically test additional faculty who would like to be mapped, (3) Develop evaluation instruments and monitoring devices for Phase III, (4) Orient the faculty to Phase III of the project, (5) Select key faculty and programs within each major division for tight controls and field testing of the project materials, (6) Initiate the field test phase of the project, and (7) Collect evaluation data throughout the semester. Federal funds total $48,606.00.

VTP 1584
Title: Evaluation of Farm Training.

Initiator: Leonard Warner
Institution: Fox Valley Technical Institute, Appleton, Wisconsin
Sponsor: Wisconsin State Dept. of Public Instruction, Madison
Duration: July, 1974 To June, 1975

Objectives: (1) To determine if the farm training program is meeting its objectives, (2) To determine if present guidelines have contributed to or reduced the possibility of obtaining the program objectives, (3) To determine if the program and or guidelines could be modified and still provide effective farm training, (4) To determine if the program format could be adapted "i.e. nine month program" so that the costs could be reduced and/or FTE's could be increased, (5) To identify selected social, economic, and individual benefits acquired from this program, and (6) To determine the educational needs for graduates of the farm training program and to suggest programs for meeting these needs.
Methodology: Agricultural coordinators from the 12 VTAE districts conducting farm training programs will be asked to submit the names and addresses of all students presently enrolled in their 5th year of the program and those who graduated from the program in June of 1973. A random sample of 100 to 125 prospective respondents will be drawn from each of these lists of students submitted by the district in proportion

to the number of students enrolled by the district to the total population. A questionnaire will be prepared and administered by Leonard Warner, former agriculture coordinator at Fox Valley VTAE District, by means of a personal interview. These interviews will be conducted either at the respondents home or class center. In addition, Mr. Warner will interview 20 young farmer instructors using a questionnarie similar to the one used for the student respondent. Federal funds total $8,400.00.

VTP 1585
Title: Civil Highway Curriculum Evaluation.

Initiator: K. W. Haubenschild
Institution: Northeast Wisconsin Technical Institute, Green Bay, Wisconsin
Sponsor: Wisconsin State Dept. of Public Instruction, Madison
Duration: July, 1974 To June, 1975

Objectives: (1) To obtain the following: (a) Employer ratings of graduate performance, (b) Employer listings of job tasks, (c) Employer ratings of present curriculum content, (d) Employer recommendations for curriculum content changes, (e) Graduate/employee listing of job tasks, (2) To uncover the basis for revision of the Civil Highway curriculum based on (1) how the graduate has performed, (2) how the employer sees the job and related educational program objectives, and (3) how the employee sees the job and related educational program objectives.
Methodology: Collect curriculum materials from all four programs. Identify differences and similarities in teaching methods, content, and specific performance and behavioral objectives. Assimilate data. Develop a working knowledge of all the programs. Identify the common elements of all the programs using the lowest common denominator for development of the questionnaire. Obtain mailing lists of employers and graduates. Federal funds total $1,829.00.

VTP 1586
Title: Graduate Student Research Grants - Phase IV.

Initiator: Orville Nelson
Institution: University of Wisconsin-Stout, Menomonie, Wisconsin
Sponsor: Wisconsin State Dept. of Public Instruction, Madison
Duration: July, 1974 To June, 1975

Objectives: (1) To develop the skills required to design, manage and carry out a small research project, (2) To develop positive attitudes toward research on the part of the graduate students involved, (3) To estimate the degree to which graduate students can generate research of value to the VTAE system, (4) To identify the critical skills and support services required to design and complete a research project, and (5) To determine the long-range impacts of the graduate student research experience (Follow-up study of previous graduate student researchers).
Methodology: (1) Graduate students surveyed for interest in writing research projects, (2) Request for research proposals made to graduate students, (3) Graduate students develop subproject proposals, (4) Subproject proposals reviewed on campus by student's committee and project director, (5) Graduate student writes final draft of proposal, (6) Proposal forwarded to WBVTAE, (7) WBVTAE reviews and evaluates proposals, (8) Graduate students with approved subprojects work to achieve objectives of their projects, (9) Progress and problems of graduate students assessed by the director of master project, (10) Follow-up study of post graduate student researchers conducted, and (11) Impact of the graduate students' projects on their skills and attitudes evaluated. Federal funds total $5,000.00.

VTP 1587
Title: Follow-Up Study of 1973 Summer Program Offered Jointly by Stout and NCTI.

Initiator: Russell Paulsen
Institution: North Central Technical Institute, Wausau, Wisconsin

Sponsor: Wisconsin State Dept. of Public Instruction, Madison
Duration: July, 1973 To June, 1974

Objectives: (1) Determine faculty reaction to the project in the high school where the student is in regular attendance, (2) Solicit reactions from students that were in the program as to their feelings concerning value it had for them, and (3) Explore parental/guardian reaction as to the value that they may have seen as a result of their son/daughter/ward having been involved in the experience.
Methodology: The format to be followed in concluding the follow-up will be to: (1) Make a phone contact with the parent/guardian and request a personal appointment with the parents/guardian and the individual who participated in the program, (2) Conduct a personal interview with parent/guardian and participant using a standard set of questions, and (3) Visit the school which each student attends and interview the faculty person that normally has contact with the individual to solicit reactions to the program using a standard set of questions. Federal funds total $375.00.

VTP 1588
Title: Evaluation of Architectural Technology Curriculum.

Initiator: Merlin Maiers
Institution: Madison Area Technical College, Madison, Wisconsin
Sponsor: Wisconsin State Dept. of Public Instruction, Madison
Duration: July, 1974 To June, 1975

Objectives: (1) To verify and develop recommendations for revision of the essential dimensions of the two-year programs in Architectural Technology work, (2) To obtain an employer assessment on the amount and type of general vs. technical related education in the above programs, (3) To ascertain an employer assessment on future employment shifts, occupational changes, mobility of labor force, future manpower needs, and advance warning of technological change of significance to the Architectural Technology programs, and (4) To develop recommendations for improvement of effectiveness and increase relevance of the curriculum in content, equipment, facilities, program organization, administration and staffing.
Methodology: The survey method will be used in gathering data from 150 employers in the state of Wisconsin who have hired graduates that were awarded an associate degree in Architectural Technology program in the Wisconsin Schools of Vocational, Technical and Adult Education, (2) A questionnaire will be developed. The purpose of the questionnaire will be to determine from the employer their satisfaction with the employee as to the concepts presumably learned in the curriculum, (3) The curriculum requirements of the Wisconsin Board will be used as a basis for construction of the questionnaire, (4) A mailing list of employers will be developed, (5) A list of 1967 thru 1972 graduates mailing addresses will be obtained from the five VTAE Districts offering Architectural Technology Programs, (6) The questionnaire with an appropriate cover letter will be mailed to employers from the State Director of Vocational, Technical and Adult Education, and (7) The data will be analyzed in terms of summations and percentage of responses. Federal funds total $1,501.00.

VTP 1589
Title: A Study of the Transportability and Effectiveness of the UW-Stout CMIS in Individualized Instruction Systems Based Upon Learning Styles.

Initiator: Allan Hilgendorf
Institution: University of Wisconsin - Stout, Menomonie, Wisconsin
Sponsor: Wisconsin State Dept. of Public Instruction, Madison
Duration: July, 1974 To June, 1975

Objectives: (1) Review the computer programs and information obtained from two different trial applications of a Computer Managed Information System (CMIS) to formulate a more generalized flow chart of the basic model, (2) Complete a set of instructions along with appropriate system logic flow

charts to aid instructors in adapting the CMIS model to their particular teaching environment, (3) Produce detailed logic flow charts with sample programs coding of those concepts which would be used in most applications of the CMIS model, (4) Implement the CMIS model in three VTAE schools and assist teachers and administrators with adapting the system to their particular educational and computing environments, (5) Identify all hardware and/or logic related problems involved with implementing the CMIS in those three environments and use that information to improve the system portability.
Methodology: (1) Prepare flow charts and descriptive information concerning the Computer Managed Information System used in two pilot applications at UW-Stout, (2) Identify and contact three VTAE schools who would agree to implement the system during the second semester, (3) Prepare descriptions of the hardware and curricula environments of the three proposed applications, (4) Write detailed instructions describing how to implement the basic learning styles concepts which would be included in all three applications, (5) Visit the three application sites (2 or 3 days at each site) and help the instructors plan their system and begin producing learning materials, (6) Help write programs and provide consulting services for testing the three systems, (7) Provide consulting services for implementing each of the three systems (One day visit to each site), and (8) Begin analysis of data concerning problems of construction and implementing the CMIS. Incorporate necessary changes in the basic model.
Federal funds total $5,000.00

VTP 1590
Title: Self-Instructional Slide/Tape Series for ERIC and NTIS Users: Phase II--Developing Self-Instructional Materials for NTIS Users.

Initiator: Beulah Howison
Institution: University of Wisconsin - Stout, Menomonie, Wisconsin
Sponsor: Wisconsin State Dept. of Public Instruction, Madison
Duration: July, 1974 To June, 1975

Objectives: (1) To develop a self-instructional package which will encourage and motivate the vocational-technical educators in the VTAE schools to utilize NTIS, (2) To develop a self-instructional system for accessing the information from NTIS which related to VTAE problem areas, and (3) To evaluate the impact of the two pilot self-instructional systems to determine if they bring about increased motivation and utilization of the systems.
Methodology: (1) Design, develop art work and product two pilot motivational type self-instructional packages for users of NTIS, (2) Evaluate the impact of the motivational packages through reactions from selected VTAE staff, (3) Develop two slide/tape series for accessing NTIS to include how the user may obtain the fiche or hard copy, and (4) Evaluate the slide/tape series to determine problems encountered in accessing NTIS fiche, etc.
Federal funds total $2,952.00.

VTP 1591
Title: Information Retrieval Demonstration and Research Project.

Initiator: Roger H. Lambert
Institution: University of Wisconsin-Madison, Wisconsin
Sponsor: Wisconsin State Dept. of Public Instruction, Madison
Duration: July, 1974 To June, 1975

Objectives: (1) To install and make operative, computer terminals in interested districts which did not participate in the previous project, (2) To train at least one person from each project district to operate and to gain access to the computerized information retrieval system, (3) To conduct in-service sessions at the convenience of local personnel for all district staff in any of the districts participating in either information retrieval project, (4) To "bring up" the National Technical Information Service (NTIS) tapes for use by the districts, (5) To train all district persons through in-service in the retrieval of information from NTIS, (6) To continue to provide consultant assistance to individual district

personnel as needed to maximize the retrieval capabilities of the system, (7) To identify alternate potential educational uses which may be made of the various computer terminals such as CVIS, and (8) To establish procedures for, and train the terminal operators to use, a "mailbox" program, wherein the computer will prepare output for mailing directly to the district users.
Methodology: (1) Six to eight additional terminals will be installed in schools without units for four-month trial periods, (2) Further in-service sessions for the entire staff will be conducted. It is anticipated that the project staff will spend at least four days in each district up-grading existing operators and eight days in each new installation plus any on-call or staff in-service programs, (3) An analysis of alternative potential uses of computer terminals to the district will be made and reported on in the course of the project, (4) The project staff person will be on-call to provide assistance to local districts, (5) The project staff will work with State Board staff, the Department of Public Instruction staff and the University of Wisconsin Computer Center staff in implementing the project and in developing user information material, (6) The project staff will assist interested districts in planning to become a "regional center" for information retrieved, and (7) A "mailbox" program will be established to allow the user to request output to be mailed directly from the computing center in an effort to eliminate the need for a courier. Federal funds total $16,373.00.

VTP 1592
Title: Continuation and Diffusion of a Model Occupational-Oriented Curriculum.

Initiator: David G. Minnis
Institution: Northwest Tri-County I.U. #5, Erie, Pennsylvania
Sponsor: Pennsylvania State Dept. of Education, Harrisburg
Duration: July 1, 1974 To June 30, 1975

Objectives: (1) To integrate occupational and self-awareness with the basic academic materials of the 9th grade level, (2) To individualize the learning program for each student to meet his interests and concerns, and (3) To demonstrate the feasibility of using existing computer facilities for storage and retrieval of vocationally oriented curriculum.
Methodology: This project will concentrate on the continuation and diffusion of a model computer resource, occupationally oriented curriculum at the 9th grade level. This section of the proposal describes the scope of work necessary in order to bring about curriculum change which will emphasize the exploratory concept. The junior high component, as well as the guidance and counseling emphasis, described below will include the two (2) operations of the continuation and diffusion. Federal funds total $54,591.93.

VTP 1593
Title: An Analysis of the In-Service Education Practices, Procedures and Perceptions of Vocational-Technical Teachers and Supervisory Leaders in the Area Vocational-Technical Schools of the Commonwealth of Pennsylvania.

Initiator: Herbert L. Keyser
Institution: Temple University, Vocational Education Division, Distributive Education Department
Sponsor: Pennsylvania State Dept. of Education, Harrisburg
Duration: July 1, 1974 To June 30, 1975

Objectives: The solution of the problem specifically will require the answer to the following questions: (1) What in-service education practices are actually being performed in vocational education? (a) as perceived by vocational-technical teachers, (b) as perceived by supervisory leaders; (2) What is the relationship between the perceptions of the vocational-technical teachers and supervisory leaders concerning the descriptive assessment of in-service education practices actually being performed in vocational education?; (3) What is the relationship

between the responses of the vocational-technical teachers from the seven economic sectors concerning the in-service education practices actually being performed?; (4) What in-service education practices should be performed in vocational education? (a) as perceived by vocational-technical teachers, (b) as perceived by supervisory leaders; (5) What is the relationship between the perceptions of the vocational-technical teachers and supervisory leaders concerning the prescriptive assessment of in-service education practices that should be performed in vocational education?
Methodology: This study will survey all seventy-six area vocational-technical schools in the Commonwealth of Pennsylvania. The population for the supervisory leaders will consist of a sampling from all seventy-six schools. Due to the fact that all schools do not have teachers in all seven vocational areas, it will be necessary to take a random sampling from the population of seventy-six schools to determine the number of proportionate teachers needed from each vocational area. The number of teachers needed to be sampled for a specific vocational area will be determined by the optimum allocation method of random sampling in order to derive proportions that are statistically needed for this study. No attempt will be made to match teachers and supervisors from the same school in our one to one ratio sampling of teachers and supervisory leaders. Questionnaires will be sent to 329 Pennsylvania area vocational-technical teachers and 329 supervisory leaders. This study will exclude teachers of academic subjects in these schools. Federal funds total $980.00.

VTP 1594
Title: VEMIS Back-Up Facility and Transfer of Functions.

Initiator: Edward J. Golden, Jr.
Institution: Lancaster-Lebanon I.U. #13, Lancaster, Pennsylvania
Sponsor: Pennsylvania State Dept. of Education, Harrisburg
Duration: July 1, 1974 To June 30, 1975

Objectives: One must look at the functions of the Bureau of Vocational Education to determine the objectives to be achieved by this project. The design and operation of VEMIS will provide for meeting the information needs of the following management functions: (1) Establishing/influencing program goals and objectives, (2) Establishing/communicating policies and guidelines, (3) Establishing/applying program approval standards, (4) Collecting/reporting program descriptive information, (5) Identifying/solving problems concerning objectives, (6) Forecasting/projecting program characteristics, (7) Planning changes related to program objectives, (8) Reporting information to other agencies, (9) Coordination of planning with other agencies, (10) Researching for solution to basic program problems, (11) Evaluation of vocational programs regarding objectives.
Methodology: This proposal is designed to provide for an orderly transfer of selected VEMIS computing functions that are now being performed by the contractor. The present computing effort involves the following phases: (1) Computer printing of forms, (2) Scanning of forms, (3) Error checking of scan tapes, (4) Production of file edit error lists, (5) Production of preliminary master tapes, and (6) Production of directories and reports. Phase I of this project provides for the transfer of the computing function that will allow for production of directories and reports. Directories and reports are produced from master tapes that will be provided to the intermediate unit by ESRI. These master tapes, error free and updated by the contractor, will be used as input to directories and report production runs. Phase II, which will begin in December, 1974 or January, 1975, will provide for the receipt, conversion and testing of the programs that preprint computer data collection forms, produces file edit error lists to help develop valid transactions for input to creation and updating of the master files, master file creation and updating. Federal funds total $31,443.05.

VTP 1595
Title: An Examination of the Relationship

Between High School Experiences of Youth and Success and Satisfaction in Post-Secondary Endeavors.

Initiator: Edwin L. Herr and Jerome T. Kapes
Institution: The Pennsylvania State University
Sponsor: Pennsylvania State Dept. of Education, Harrisburg
Duration: July 1, 1974 To June 30, 1975

Objectives: (1) To collect all relevant data concerning the post high school experiences of the 1974 graduating classes of Hazleton and Williamsport, Pennsylvania, school systems. (2) To transform this raw data into its most usable form and store it on computer tape merging it with previous in-school data already collected on these samples. (3) To provide the Hazleton and Williamsport school systems with comprehensive follow-up information on their graduating classes of 1974. (4) To maintain and update the current data tapes from all three samples in order to make it possible for other studies to be conducted. (5) To conduct and report on a comparative study of the post high school experiences of graduates of the three school systems (Altoona, Hazleton, and Williamsport) in terms of employment status, post high school institution-high school experiences, and other pertinent variables. (6) To provide for cooperative research endeavors among the faculties and graduate students of the Departments of Counselor Education and Vocational Education through making data and technical assistance available.
Methodology: (1) The general design for this study involves the collection of the data necessary to conduct the comparative study described in objective number 5. The collection of data will serve the purposes described in all other objectives. The data will be collected according to the time schedule set forth under subsection 5 (Time Schedule). Because this data will be added to the data bank previously established, the general design could be properly described as longitudinal; however, the particular study described under objective 5 is cross-sectional in nature. Other studies which are anticipated as outcomes of this data collection (through separately submitted mini-grant proposals, other separately sponsored research, and university sponsored research) will most likely be longitudinal in nature. The samples for this study are composed of the graduating classes of Altoona (1972) and Hazleton and Williamsport (1974) although only data from the latter two samples is necessary to collect at this time. Federal funds total $17,718.00.

VTP 1596
Title: A Triangular Teaching Process in Mass Communications.

Initiator: Ed Allen
Institution: Daviess County School System
Sponsor: Kentucky State Dept. of Education, Frankfort
Duration: September 1, 1974 To June 30, 1975

Objectives: (1) To utilize the expertise of staff and the resources of Apollo High School, the Daviess County Vocational School and Kentucky Wesleyan College to teach a high school level course in Radio-TV communications, (2) To explore and prepare students in the fundamentals of Radio and Television, from both technical and editorial viewpoints, and (3) To give students opportunities to explore mass communications careers - their strengths and weaknesses.
Methodology: Two instructors from Apollo High School, consultant assistant from Kentucky Wesleyan College and the Television lab from the Daviess County Vocational School will serve as a triangular approach to teaching. Participants will be secondary students from Apollo High School. Local radio and TV stations will provide air time and job opportunities for participants. Federal funds total $8,188.00.

VTP 1597
Title: Career Education for Region 12 (Hazard).

Initiator: B. E. Childers

Institution: Commission on Occupational Education Institutions, Southern Association of Colleges and Schools, 795 Peachtree Street, N.E., Atlanta, Georgia, 30308
Sponsor: Kentucky State Dept. of Education, Frankfort
Duration: September 1, 1974 To March 1, 1975

Objectives: To provide a third party assessment of Career Education for Region 12 (Hazard).
Methodology: Three Consultants will develop full assessment procedures in detail after consultation with the project staff and the Kentucky Career Education Technical Committee. Site visits will be made by a consultant at least once each six weeks period and a written summary prepared of the visits. In addition, an interim report will be prepared at the end of the first three months and a full final report prepared upon completion of the project. During the final quarter of the year, an evaluation team will visit the project and, following the team visit model established by the Commission on Occupational Education Institutions, will prepare a written report of the findings including recommendations and suggestions. A steering committee consisting of one representative from the Elementary Commission, the Secondary Commission, the College Commission, and the Educational Improvement Program has been organized and will meet at least once each quarter. In addition, efforts will be made to involve the State Committee Chairmen in the activities of the steering committee. Federal funds total $6,408.00.

VTP 1598
Title: An In-School Job Placement Service for Secondary School Students.

Initiator: Kenneth C. Gray
Institution: Mt. Ararat School, Topsham, Maine
Sponsor: Maine State Dept. of Educational and Cultural Services, Augusta
Duration: July 1, 1974 To June 30, 1975

Objectives: To develop, field test, and evaluate a secondary school job placement model which is integrated into an existing guidance program.
Methodology: The Mt. Ararat guidance department will organize and field test a job placement program which will be an integral part of the on-going career development guidance program. A job placement team model will be developed to use in small high schools without large guidance departments. Job placement will be provided for graduating seniors, students seeking summer employment, students terminating their education early, and those looking for part-time work during the school year. The model will be organized into five segments or activities: needs assessment, job development, student development, placement dissemination, and follow-up and evaluation. The job placement coordinator will have full-time job development responsibilities, lead the placement team, and field test a follow-up program for recent graduates. A placement counselor will take full responsibility for placement of under-classmen (grades 9, 10, 11), group guidance activities and material development. The relation of secondary school job placement and adult education programs will be explored. Federal funds total $20,470.00.

VTP 1599
Title: Development of Multi-Media Career Units for Use with Students in Higher Education.

Initiator: Adrian J. Sewall
Institution: Office of Career Planning and Placement, University of Maine, Orono
Sponsor: Maine State Dept. of Educational and Cultural Services, Augusta
Duration: September, 1974 To June 1, 1975

Objectives: To provide for the development of three basic multi-media units to be used in the career development of post-secondary school youth to help them determine (a) their values, interests and aptitudes and

what types of careers are compatible with them (b) the resources available in the community and university communities to help them explore, seek out and experience work in these careers.
Methodology: (1) Extensive surveys will be conducted of all career resources in the greater Bangor area, and of all career resources available at Eastern Maine Vocational Technical Center, Husson College and UMO. (2) A complete script will be produced for a unit dealing with self-awareness as it relates to career choice. (3) Slides and audio tape scripts will be synchronized into self-contained units to provide a model for other professionals in career education. (4) A final written report will be printed for the Bureau of Vocational Education and disseminated to appropriate persons in educational institutions in the greater Bangor area. Federal funds total $9,883.00.

VTP 1600
Title: The Effects of Selected Instructional Strategies on Learning Efficiency in Vocational-Technical Education Programs: Phase II.

Initiator: Robert Drummond
Institution: SAD #9, Farmington, Maine
Sponsor: Maine State Dept. of Educational and Cultural Services, Augusta
Duration: September, 1974 To June, 1975

Objectives: (1) As a result of the review of research, several common tasks or instructional objectives which are generally included in the curriculum offerings of intermediate and secondary school vocational education programs, will be selected for study in the experimental phase of this study, (2) Appropriate video tapes will be developed to assist in the instructional phases of these tasks (e.g., skills to be mastered in various phases of carpentry work, or automobile repair, etc.) These tapes will be produced by the Bureau of Vocational Education. The director will choose the skills and the teachers to demonstrate these skills, (3) Testing procedures and criteria of evaluation will be developed to measure level of mastery of the skills selected, (4) The video tapes will be used under various combinations of treatment conditions (i.e., video tape alone, tape and "hands-on" experience). Through the utilization of a controlled experimental design and the subsequent statistical analyses, the investigators will attempt to determine which method (or methods) produce the most effective learning.
Methodology: A post-test only-control group design would be utilized. For each of the tapes used, the students would each be assigned to a different treatment group so that they each could perform under all experimental conditions and so that the teacher could teach under all conditions. Federal funds total $14,350.00.

VTP 1601
Title: COPE (Career Opportunity Placement and Evaluation)--Employment for High School Seniors and/or Drop-outs.

Initiator: Carl H. Helms
Institution: Biddeford School Department, Maine
Sponsor: Maine State Dept. of Educational and Cultural Services, Augusta
Duration: July 1, 1974 To June 30, 1975

Objectives: (1) To operate an educational component that will offer a classroom-practicum experience to all youth exiting school which will enable them to acquire and retain employment, (2) To develop lines of communication with business, industry, the Maine Department of Manpower Affairs, and other service agencies which will facilitate the entry of youth leaving school into the labor market, and (3) To provide placement and follow-up services to all youth commensurate with their needs and abilities.
Methodology: A twenty class meeting education component is planned to assist the student to acquire job seeking skills, understand his own abilities and interests, and how to keep a job that he wants as well as to leave a job which he does not wish to continue in. Supplementary testing will

be done to complete the data available on each student. The program director will visit possible employers in order to develop job opportunities for his clients. To this end he will make use of assistance from his Advisory Committee. He will also work with the youth once placed, in order to assist him further. Finally, he will collect data which may be used to determine the areas of the curriculum that are strong as well as indicating where some revision or additions might be in order. Federal funds total $28,998.86.

VTP 1602
Title: Development and Implementation of a Statewide Vocational Education Terminee Follow-Up System for Alabama.

Initiator: James Bob Drake
Institution: Occupational Research and Development Unit, Department of Vocational and Adult Education, School of Education, Auburn University, Alabama
Sponsor: Alabama State Board of Education, Montgomery
Duration: July 1, 1973 to June 30, 1974

Objectives: (1) To develop and implement a preparatory vocational terminee follow-up system for Alabama consisting of the following major components: (1) Occupational Patterns Surveys (4 month, 1 year to 15 months, 3 year and 5 year); (2) Terminee Satisfaction Surveys: (3) Employer (immediate supervisor) Satisfaction Surveys; and (4) Curriculum Adequacy Surveys, (2) To develop: (1) Occupational Patterns Survey Instruments for four month, one year to fifteen months, three year, and five year follow-up; and (2) Curriculum Adequacy Instruments (five), (3) To develop or adapt computer programs to process all survey data, (4) To develop a follow-up system that can be utilized for all federal reporting, and (5) To develop follow-up reports to be returned to each individual preparatory instructor. Methodology: The sample (847 instructional programs) was selected by the state supervisory staff. After the sample was selected, each instructor was notified that their program would be involved in the follow-up. Each instructor was sent sample materials for illustration and discussion with their students in hopes of increasing the rate of survey return. All instructors were asked by their respective state supervisors to complete the Student Rosters by OE Code and return them to their state supervisor for checking and forwarding to the Occupational Research and Development Unit. Federal funds total $129,207.00.

VTP 1603
Title: Manpower Management Information System: Educational Resources.

Initiator: John L. Van Zant
Institution: Ventura County Schools, Ventura
Sponsor: California State Dept. of Education, Vocational Education Section, Sacramento, California
Duration: July 1, 1974 To June 30, 1975

Objectives: (1) To prepare appropriate California Course Codes and descriptor modifications necessary to accommodate Vocational Education program identification and reporting requirements and submit the recommended modifications to the State Department of Education and the Chancellor's Office of California Community Colleges, (2) To design vocational education program input reporting documents and pilot test in a minimum of five districts of Ventura County and six selected districts of San Bernardino/ Riverside Counties. The data obtained from the test should be commensurate with the reporting requirements of the VE 48 and the student completion column of VE 45, as well as other identifiable long-range needs of the Manpower Management Information System, (3) To develop a data processing system that can accommodate the three types of data input methods (manual, semi-manual and computerized). Conduct a pilot test at the educational levels of district and county to determine if vocational education enrollments/completion reports (VE 48's and 45's) can be generated from the state required "October" reports, (4) To develop acceptable and uniform definitions for what constitutes a "program", an "enrollment", and a

"completion" and submit the recommended definitions to the State Department of Education and the Chancellor's Office of the California Community Colleges for their approval, and (5) To determine the range of compatibility between DOT, CID, and Census Codes for each active USOE program in the pilot test area. These training programs will be clustered within the scope of the present USOE master list of 200 occupational programs. The range of appropriate occupational titles from the Industrial/Occupational matrix will be verified for each program cluster.
Methodology: (1) Establish a Project Course Code Advisory Committee, (2) Obtain master list of vocational education programs and codes used by the State in compiling USOE reports, (3) Obtain from the State Department of Education Vocatonal Education Section the suggested courses and course descriptions for each vocational education program operating within the pilot test area, (4) Code the above identified courses by existing California Course Codes (CCC), (5) Compile an inventory of existing secondary and adult vocational training programs in the pilot test area indicating appropriate courses which comprise each individual program. Code each course with existing California Course Codes, (6) Compare and analyze "suggested" course structure (1.3) with actual course structure (1.5) and prepare a list of discrepancies, (7) Submit discrepancy list to the Project Course Code Advisory Committee for their suggestions, (8) Prepare a list of alternative California Course Codes and descriptors and verify with the Advisory Committee, (9) Re-code Vocational Education programs in the field test area with "new" California Course Codes, and (10) Submit the final recommendations to the State Department of Education and the Chancellor's Office of California Community Colleges for their approval. Federal funds total 113,018.00.

VTP 1604
Title: CP-616, "Prague FFA Beef Cattle AI Cooperative Laboratory."
Initiator: Clif Troutman
Institution: Prague High School, Oklahoma
Sponsor: Oklahoma State Dept. of Vocational and Technical Education, Stillwater
Duration: July 1, 1974 To June 30, 1975

Objectives: (1) To provide students and young farmers of the community with the opportunity to select quality females, and maintain and improve the quality of the offspring by using superior sires through artificial insemination. (2) To improve the relatively low income realized from beef cattle in the community.
Methodology: To properly establish the Prague FFA Beef Cattle AI Cooperative Laboratory, the following plan of progression is to be followed: (1) Select and purchase superior females. (a) FFA members may cosign 75% and young adult farmers may cosign 25% of the females for breeding. (b) All animals will be individually owned by the FFA member or farmer. (2) Approximately 30 females will be in each group at Prague Fairground facilities. (4 groups per year for 45 days each.) (3) Females will be conditioned for breeding by providing proper rations, vaccinations, etc. (4) Females will be artificially inseminated to superior sires. (5) Females will be kept at the fairgrounds for approximately 21 days after breeding. They will then be moved back to the home farm. (6) The owner will record birth weights and weaning weights of the calves. (7) Any calves (male and female) which members do not keep as herd replacements will be offered to the public at the auction. Weight records are to be furnished on consignments at the scale. Federal funds total $3,764.00.

VTP 1605
Title: A Comprehensive Project to Develop Individualized Instructional Packages and Other Related Materials, For Georgia Coordinated Vocational Academic Education (CVAE) Students.

Initiator: H. R. Cheshire
Institution: Georgia Southern College, Statesboro, Georgia
Sponsor: Georgia State Dept. of

Education, Atlanta
Duration: June 15, 1974 To July 31, 1975

Objectives: (1) To select from available sources those objectives that have direct application to CVAE, (2) To utilize available personnel to develop an appropriate individualized instructional system for CVAE, (3) To organize writing teams for the purpose of preparing instructional packages, (4) To validate all packages in terms of relevance to the stated objective, total content, and utility, (5) To provide for the reproduction of all materials developed as a part of this project.
Methodology: An associate project director will be employed to coordinate project activities. Three laboratory technicians will be employed to: (1) Keep field teachers active with curriculum construction phases; (2) Write and develop learning activities; (3) Review and edit materials; (4) Produce audio-visual aids; and (5) Construct packages. This leadership team will recruit approximately 50 CVAE academic team teachers and/or coordinators committed to preparing the selected units of instruction. Consultants from CESA and the School of Education will be utilized as needed throughout Phase I. Dr. H. R. Cheshire will serve as Project Director and approximately 25% of his time (Georgia Southern College) will be assigned to this project. Federal funds total 153,564.00.

VTP 1606
Title: Evaluation of the Reading Program, General Education Component of the Connecticut Vocational/Technical Schools.

Initiator: Albert Lindia
Institution: Central Connecticut State College, New Britain, Connecticut
Sponsor: Connecticut State Dept. of Education, Hartford
Duration: September 1, 1974 To June 30, 1975

Objectives: To evaluate the effectiveness of the vocational/technical remedial reading program upon a selected group of students from each of the regional vocational/technical schools in Connecticut, using pre test/post test design.
Methodology: A pre test/post test design will be used to determine the effectiveness of the vocational/technical school reading program. The population to be studied will be stratified according to the results from two readily definable stages, standardized test scores, calculation of reading differences--expectancy vs. achievement. Feedback information will be generated from the data collected and reported for each student by schools as a basis for further participation in the remedial reading program on an individual basis. Federal funds total $5,222.00.

VTP 1607
Title: Innovative Program for Achieving the Goals of Education in Human Relations and Occupational Competency (Grades 7-Adult).

Initiator: Vandalyn L. Hocks
Institution: Owensboro-Daviess County School Systems, Kentucky Vocational Region III, Kentucky
Sponsor: Kentucky State Dept. of Education, Frankfort
Duration: August 15, 1974 To June 30, 1975

Objectives: (1) To demonstrate an understanding of placement (Exploratory investigation placement, educational placement, and part-time, full-time job placement) during a two day training session by identifying and/or selecting business/industrial resources that will cooperatively participate with the educational agency in said described placement involvement. (2) To demonstrate competencies in self-concept development in EPDA work-shop training by selecting appropriate materials for teaching self-concepts to students in their respective classrooms. (3) To devise a questionnaire and conduct a follow-up survey of 1973-74 seniors to determine their attitudes of the needs of the school curriculum based on one year experiences after graduation. (4) To select members for and advisory council from the parents, business/

industrial community, Daviess County Area State Vocational Technical School, and the Division of Guidance Services for the purpose of program development, as documented by correspondence and minutes on file.
Methodology: Selected school personnel from each school district will be given workshop training in Human Relations' goals and Occupational Competency goals' (student placement). One hundred per cent of the teachers involved in workshop training will be expected to become involved in the program. Evaluation of this segment will be based on the number of students involved in these classes and the pre-post evaluation instrument designed to assess students' growth under the two goal statements. Parents of students involved in exploration investigation placement, the students involved in exploration investigation placement, and the business-industrial person involved in exploration investigation placement will be asked to respond to the effectiveness of this activity as it relates to developing Occupational Competency. A questionnaire designed for this purpose will be used. Federal funds total $24,304.00.

VTP 1608
Title: Developing, Field Testing and Demonstrating the Public Services Cluster Curriculum.

Initiator: Gwinnett County Schools staff
Institution: Gwinnett County Schools, Lawrenceville, Georgia
Sponsor: Georgia State Dept. of Education, Atlanta
Duration: August, 1974 To July, 1977

Objectives: (1) To adopt and adapt the California Public Services Cluster Curriculum to the local vocational program, (2) To fuse at least one public service unit into the PECE program, (3) To offer at least one mini exploratory course from the Public Service field, (4) To develop a year long pre-vocational course for the Public Service Cluster, (5) To redirect at least half of a teacher's time to the Public Service Cluster, (6) To develop a work experience dimension that would allow the community to serve as the laboratory for this cluster.
Methodology: This essential survey will be conducted during the first 45 days of the project. Students and teachers at North Gwinnett's School will be used in this undertaking. As a result of more extensive needs assessment than the cursory one prepared here the needs of the students will be translated into goal statements which along with the project objectives will determine the direction of the project. The developmental phase will be devoted to developing a complete design for the program and writing the curriculum for the program. The year will be divided into two sections. The first three months will be devoted to placing the entire program on an operational footing. The remainder of the year will be devoted to writing and field testing the program. Federal funds total $27,953.00.

VTP 1609
Title: Research and Development for a State-Wide System of Placement and Follow-Up of Vocational-Technical Education Graduates.

Initiator: To be announced
Institution: State Division of Vocational-Technical Education, Pierre, South Dakota
Sponsor: South Dakota State Division of Vocational-Technical Education, Pierre
Duration: June 25, 1974 To December 25, 1975

Objectives: (1) To develop a vehicle for the flow of information on area school graduates to industry, and the specific needs for and job qualifications of industry to the students, (2) To develop operational requirements for conducting the follow-up system and initiate and test a workable follow-up instrument, (3) To develop a "certificate of program completion" which will identify individual student employment capabilities, and (4) To develop an evaluation device of all area school program offerings as they relate to specific job requirements of industry.

Methodology: The basic plan of action would include the use of consultants in specific areas of expertise to aid in the development of forms, vehicles and various procedures desired. Area school personnel will be involved in intensive in-service training in order for objectives to be carried out. Cooperative efforts will be established between various State and Federal agencies and industrial consultants. A system will be created that could identify job availability, a follow-up system of graduates placed on the job, and an evaluation system of matching occupational classifications to vocational education program offerings.

VTP 1610
Title: Inservice Training for Oklahoma Counselors to Upgrade Counseling Skills in Career Education and Vocational and Technical Education.

Initiator: James M. Seals
Institution: Oklahoma State University, Stillwater
Sponsor: No data
Duration: July 1, 1974 To December 19, 1975

Objectives: (1) To inculcate a thorough understanding of the implications for counselors in career education and vocational and technical education, (2) To assist counselors in the practical application of new information concerning career education and vocational and technical education, (3) To provide on-the-job supervision and evaluative assistance in the utilization of career education and vocational and technical education, (4) To develop expertise within each participant whereby career education and vocational and technical education can be made definitive, identifiable, continuous and perseverative in Oklahoma schools, (5) To provide accurate data for the purpose of evaluation and future planning, and (6) To assist school counselors in articulating secondary and post-secondary programs and services.
Methodology: The first phase will consist of the development and organization of 18 hours of televised presentations and 12 hours of related content will be prepared as assignments for workshop participants of the inservice training program. The second phase of the inservice workshop will provide for on-the-job practical application of the new information.

VTP 1611
Title: Development of a Career Planning Guide for Students.

Initiator: Grant Venn
Institution: Georgia State University, Atlanta
Sponsor: Georgia State Dept. of Education, Atlanta
Duration: June 25, 1974 To December 25, 1975

Objectives: (1) To provide the individual student with a personalized instrument to carry out self-evaluation, (2) To promote self-motivation and individualized approaches to career guidance and planning, (3) To systematize the approach and provide a permanent record for the student of both education and work, (4) To field test the instrument in specific schools in Georgia and to revise the design based on these field tests, and (5) To give specific suggestions on how to get work, whom to get help from and how to plan the process of getting, holding and advancing in the world of work.
Methodology: The overall plan of action would be to design a student planning book for grades 7 through 12. The forms and specific designs will be developed with teachers, parents, students and will be tested in the schools in Georgia. This approach is used as the best way to develop a specific instrument, to test it and to assess its value in terms of user reaction. As the project develops and is field tested and reviewed, a panel of experts will be invited to review the format and to make suggestions.

VTP 1612
Title: A Validated Program Development Model and Staff Development Prototype for Comprehensive Career Guidance, Counseling, Placement, and Follow-Up.

Initiator: Charles W. Payton
Institution: American Institutes for Research, Palo Alto, California
Sponsor: No data
Duration: June 1, 1974 To November 30, 1975

Objectives: To improve the skills of professionals and support personnel in: utilizing employment information; providing job placement and student follow-up services; and developing components of comprehensive systems of guidance, counseling, placement, and follow-up.
Methodology: A national survey will be conducted to identify other staff development packages around the nation which would fit into the model. The prototype will be applied and field tested first with State personnel, and then building on their experience and expertise, in two school districts within the State. A reputable evaluative research technique employing a time-series design will be used in each of the three field tests. Information about the training and results of the projects will be disseminated throughout the nation. Finally, a concept paper will be written to recommend an extension of the training and process to other States.

VTP 1613
Title: Assessing and Field Testing Career Planning and Development Approaches for Adults: Focus on Ethnic Minorities and Women.

Initiator: Joseph C. Bellenger
Institution: San Jose Unified School District, California
Sponsor: No data
Duration: June 25, 1974 To December 25, 1975

Objectives: (1) To identify through a nationwide search involving survey research techniques, viable career guidance, counseling, placement, and follow-up approaches which are being used with adult populations, (2) To implement and field test using evaluative research methodology, three of these approaches in an effort to design prototype materials to meet the needs of ethnic minority and women adults, (3) To disseminate locally, statewide, and nationally a catalog of viable adult career guidance counseling, placement, and follow-up approaches.
Methodology: MAEP will subcontract with the American Institutes for Research to capitalize on its survey research capabilities to survey the nation for viable adult-oriented career guidance, counseling, placement, and follow-up approaches, and to catalog the findings in a manner which will be useful to MAEP, the state and the nation. MAEP will then identify the most prevalent career planning and development needs of their ethnic minority and women participants and adapt three appropriate approaches identified in the AIR search to fulfill these needs. Using evaluative research methodology, the implementation of these approaches will be attempted in three different MAEP field test sites, and a manual to facilitate subsequent implementations by persons using this projects' resources will be produced.

VTP 1614
Title: Project ACT-Awareness, Careers, and Transition.

Initiator: Alan R. Campbell
Institution: Dexter Regional Vocational-Technical Center, Maine
Sponsor: No data
Duration: June 25, 1974 To December 25, 1975

Objectives: (1) To develop self-understanding, which includes a person's relationship to his own characteristics and perceptions and his relationship to others and the environment, (2) To develop understandings of the work society and those factors that affect its constant change, (3) To develop awareness of the part leisure time may play in a person's life, (4) To develop understanding of the necessity for and the multitude of factors to be considered in career planning, and (5) To develop understanding of the information and skills necessary to achieve self-fulfillment in work and leisure.
Methodology: The project will focus on junior and senior high students to provide them with the opportunity to

develop a comprehensive set of personal values upon which he can rely when making career plans and decisions. To accomplish such development, this project's major purpose is to develop materials and procedures to deliver improved career guidance in a rurally isolated area. A follow-up survey will be conducted using the class of 1974 to gather opinion and enumerative data regarding job placement, guidance, counseling, curriculum, and work success.

VTP 1615
Title: Implementation of a State-Wide Guidance Program with Emphasis on Counseling, Placement, and Follow-up for Selected Target Groups.

Initiator: To be named
Institution: Indiana State Board of Vocational and Technical Education, Indianapolis, Indiana
Sponsor: No data
Duration: June 25, 1974 To December 25, 1975

Objectives: (1) To develop under the direction and supervision of the State Board of Vocational and Technical Education a coordinated system for researching and implementing the project and for disseminating the products, (2) To identify effective concepts and practices in placement services and incorporate these into pre and in-service training of local personnel to implement local placement and follow-up efforts, (3) To develop and implement effective techniques for follow-up of vocational graduates, secondary and post-secondary drop-outs, and non-vocational secondary graduates, and (4) To provide a transportable cost-effectiveness approach to program planning, evaluation, and budgeting which can be implemented at the local administrative level.
Methodology: The plan of action consists of developing a comprehensive model coordinated by a statewide, multi-leveled system for guidance, counseling, placement and follow-up as established by the State Board. The role of the master project will lie in researching, implementing, monitoring, evaluating, disseminating, handling monies, and coordinating all aspects of the total project. Supportive contracts will be funded which are designed to insure achievement of the project's objectives.

VTP 1616
Title: Procedure for Planning and Evaluating Senior High School Vocational Education Programs: A Local-State System.

Initiator: William E. Stock
Institution: Minnesota State Dept. of Education, St. Paul
Sponsor: Minnesota State Dept. of Education, St. Paul
Duration: June 30, 1974 To September 30, 1975

Objectives: (1) To develop and test a list of tasks which must be performed in order to operate an effective system of career guidance and placement and then implement and supervise the implementation of these tasks in selected on-going senior high school vocational programs, (2) To obtain base line data for a local program by conducting (a) a survey of occupational needs of students, (b) a follow-up of former high school graduates, and (c) a local manpower survey (and/or obtain data on manpower demand which may already exist), and (3) To develop a set of instruments (process and product) to measure the effectiveness of the career education instruction, guidance, and placement activities.
Methodology: The development of four experimental schools to try-out a comprehensive system of providing career education services to senior high school students within a total system for local program planning and evaluation, provides the best vehicle for addressing the general problem of evaluating senior high school vocational education programs. It is anticipated that comparable control schools (schools having no formal placement program) will be selected after the experimental schools have been identified so that meaningful comparisons can be made between experimental and control schools based on comparable follow-up data.

A handbook which describes the task and means to accomplish each task as it relates to operating an effective system of career guidance and placement will be an end product.

VTP 1617
Title: The New Hampshire Model for Vocational Guidance, Counseling, Placement and Follow-up Services.

Initiator: Richard A. Gustafson
Institution: Keene State College, New Hampshire 03431
Sponsor: No data
Duration: June 25, 1974 To December 25, 1975

Objectives: (1) To develop, test, and implement, with broad state-wide involvement, the New Hampshire model in guidance, counseling, placement and follow-up services to be used in the 20 area vocational centers, and (2) To develop, test, and package the professional development training needed to provide the skills necessary to implement and operate the New Hampshire model.
Methodology: A task force of up to ten individuals will be appointed to define the elements required to deliver a comprehensive career counseling service. They will identify, acquire, evaluate, and select those materials which may be appropriate for the development of the New Hampshire model. The project staff, with the assistance of the task force, will draft the New Hampshire handbook for guidance, counseling, placement and follow-up services for pilot testing in two area vocational centers in the State. The task force will then define the staff development activities and the content required to prepare professionals to implement a comprehensive guidance, counseling, placement and follow-up system in area vocational centers. The project staff will develop the inservice training materials designed to improve the skills of professionals and support personnel. The handbook, as designed, will give the State of New Hampshire a tried and tested model of vocational guidance, placement and follow-up services for its 20 area vocational centers.

VTP 1618
Title: A Unified School-Community Approach to Remodel Guidance Services and Expand Next Step Placement and Follow-up.

Initiator: Jim Dasher
Institution: Arkansas Dept. of Education, Little Rock
Sponsor: Arkansas Dept. of Education, Little Rock
Duration: June 25, 1974 To December 25, 1975

Objectives: (1) To set up a model school-community based program in guidance, counseling, placement, and follow-up services in selected schools in Arkansas, (2) To have students in grades 7-12 respond favorably to the expanded group and individual guidance services as indicated by a feedback questionnaire, (3) To demonstrate by the percent of students placed in a job or further education preparation, the ability of the project team, in conjunction with other school and community personnel, (4) To demonstrate the ability of the project team to provide follow-up services to students who have exited as indicated by the percent of exiting students contacted and served, and (5) To have the community demonstrate interest in fulfilling student needs as indicated by the amount of involvement with the school.
Methodology: To develop model comprehensive secondary guidance and counseling programs by inviting all eligible schools to submit applications for participation in the project. In each participating school, a local project director will be employed, and a project team identified. By the end of the project, each participating school will have a model plan action with recommendations for implementation.

VTP 1619
Title: Supportive Vocational Education Thrusts in Career Development Delivery System, Pre-Postsecondary Career Development, and 5-Year Follow-up System.

Initiator: Byrl R. Shoemaker
Institution: Ohio State Dept. of Education, Columbus
Sponsor: Ohio State Dept. of Education, Columbus
Duration: June 25, 1974 To December 25, 1975

Objectives: (1) To monitor and manage a continuing model of Statewide Delivery System of Career Education in adaptive curriculum development work for incorporating into every career education site in Ohio new techniques and materials emerging from various state and national career education efforts, (2) To expand a pre-postsecondary program model of instruction in the fields of Business Administration, Engineering, Health Occupations and Social Science for high school students which will be compatible with high school graduation and provide experiences related to post-secondary education toward achievement of a para-professional or professional goal, and (3) To study feasibility of a 5-year follow-up of vocational education graduates through utilization of Social Security data and income tax data.
Methodology: To complete the staffing of the Career Development Service; to extend pre-post secondary instruction to additional pre-postsecondary students and sites; and to study the feasibility and make pilot run of follow-up information with the Social Security Administration and the Internal Revenue Service. Evaluation will be conducted by a third party. A planned program budgeting, and management system will be developed for implementing Career Development in the grades K-10; a new experential methodology will be developed for pre-postsecondary students in grades 11 and 12; and a low-cost computerized 5-year follow-up system will be produced.

VTP 1620
Title: DISCOVER: A Computer-Based Career Guidance and Counselor-Administrative Support System.

Initiator: Jo Ann Harris
Institution: Northern Illinois University, DeKalb, Illinois
Sponsor: No data
Duration: June 15, 1974 To August 15, 1975

Objectives: (1) To design an interactive computer-based guidance system which facilitates the stages of an individual's career development, (2) To design an interactive counselor-support system which will relieve the counselor of information retrieval and processing functions, (3) To design an interactive administrative system for use in educational settings, and (4) To provide a package of support services and materials which will facilitate the optimum use of the system.
Methodology: Computer-based guidance systems is already well into development and can be completed and ready for nationwide distribution to schools and other institutions by spring, 1976. Only the budget for the guidance half of the development is being funded here. This project provides an alternative and comprehensive delivery system for sequential, developmental career guidance for individuals from grade 7-12. A computer-based system that will serve students, counselors, and administrators in the educational setting by making maximum use of common data files, softwares, and terminal equipment. The system will be cost-feasible and transportable.

VTP 1621
Title: Data Base Establishment and Model Development for a Coordinated Comprehensive Placement System.

Initiator: Merle E. Strong
Institution: Board of Regents of the University of Wisconsin System, Madison
Sponsor: No data
Duration: June 25, 1974 To September 25, 1975

Objectives: (1) To generate a "data base" for future planning and development by identifying the present level of placement; involvement of various agencies; guidance activities or

ervices; new services not currently provided; existing or new "agencies"; and the "cost" associated with providing or using placement and related guidance services, and (2) To develop a model for the "coordinated, comprehensive placement system" by interpreting the research data generated by the study, developing and testing a prototype model to provide actual experience which will be utilized in final model development.
Methodology: Two major phases: A research phase, involving surveys of literature and other programs and activities of a related nature, to establish the necessary data base for further planning and a development phase, involving necessary interpretation of the data, the generation of the model and the field testing of the "prototype" model under actual conditions. To aid in accomplishing these tasks, a jury of experts will be involved in decision making relative to the framework of the placement system. In addition, an advisory committee will be formed to assist the project staff in the research study and evaluation of the project.

VTP 1622
Title: A Needs Based Vocational Guidance Program.

Initiator: James E. Bottoms
Institution: Georgia State Dept. of Education, Atlanta
Sponsor: Georgia State Dept. of Education, Atlanta
Duration: June 25, 1975 To December 25, 1975

Objectives: (1) To develop the capacity to plan educational/guidance programs based on student needs, (2) To plan and design a guidance delivery system that will enable schools to meet the career development needs, (3) To design and develop training packages that will enable the local guidance team to acquire the appropriate competencies, (4) To try out the total delivery system in Georgia school systems that have a student body comparable to a variety of schools across the nation, and (5) To emphasize in all aspects of this emerging program the facilitation of career/vocational planning for students at grades seven through twelve.
Methodology: The project will be developed in six phases -- start-up, needs assessment, program planning and development, field testing and piloting, preparation of staff, and implementation. It is anticipated that the first five phases will require the initial eighteen project months to develop, test the concept, and validate the materials. The implementation phase will actually occur after this grant has expired. A published kit, enabling individual school systems to operate a total career/vocational guidance program, will be available for national distribution.

VTP 1623
Title: Validation of Assessment Measures for Use With Disadvantaged Enrollees in Occupational Training Programs.

Initiator: Benjamin Shimberg
Institution: Educational Testing Service, Princeton, New Jersey
Sponsor: No data
Duration: June 25, 1974 To December 25, 1975

Objectives: (1) To assess the capabilities, interests, attitudes, and motivations of students with respect to themselves and to their job finding and job holding skills, and (2) To devise measures to assess short and long term behavioral outcomes that can be used to define program effectiveness.
Methodology: The ETS staff and Opportunities Industrialization Centers of America (OIC) will collaborate in the preparation of a variety of guides and manuals relating to the administration, scoring and interpretation of results obtained from the use of various instruments. As its contribution to the project, OIC will provide existing staff to administer the tests and to collect followup data. The group to be tested and followed up longitudinally will be enrollees in the OIC program. Responses to the criterion questionnaires will be coded by trained analysts and all data will be key punched and verified for analysis by computer. The questionnaire will be factor analyzed to ascertain

hether the dimensions that have been identified in previous studies hold up and criterion factor scores will be computed for the "best" of the criterion dimensions.

VTP 1624
Title: Operational Blueprint for Health Careers Education and Training Program.

Initiator: Patricia Tompkins
Institution: D.C. Public Schools, Dept. of Career Development, Washington, D.C.
Sponsor: No data
Duration: June 25, 1974 To December 25, 1975

Objectives: (1) To develop an operational blueprint for the implementation of a comprehensive multi-level Health Career Education and Training Program for the District of Columbia, and (2) To organize a cooperative body to plan, coordinate, evaluate and monitor health occupations education and training in the District of Columbia.
Methodology: Collect data of current and projected health service and health manpower needs in order to develop a data bank of existing and potential training programs in the area of health occupations. Compile a profile of the student population to be served for career counseling and guidance. Finally the implementation of a Health Careers Education and Training Program in the D.C. Public Schools. On completion of this project it is expected that the primary outcome will be an Operational Blueprint for the implementation of a comprehensive Health Careers Education and Training Program.

VTP 1625
Title: Guidance, Counseling, Placement and Followup Services Project.

Initiator: George H. Washburn
Institution: The Independent School District of Boise City, Idaho
Sponsor: No data
Duration: January 1, 1974 To November 30, 1975

Objectives: (1) To develop a Career and Educational Information Center, (2) To utilize the center by involving students, teachers and counselors in career-related activities, (3) To develop supplementary and enriching materials for the majority of school disciplines which will tie the subject area with career investigations, (4) To develop a placement service component which can involve all students in the target schools, and (5) To develop a follow-up component which will point up the needs in career education and the entire educational program.
Methodology: To promote a major reemphasis in the role of the secondary counselor in the Boise Public Schools. This center would be portable in nature so that it could serve the needs of several buildings. It would contain audiovisual equipment, audiovisual materials, printed materials, work space, and research help. To help insure the Career Center's usability in the classroom situation, counselors, teachers and specialists will also develop curriculum activities which will correlate these materials and the subject matter being studied in all areas of the curriculum. The primary intents of the placement portion of this project is to place students and school learners in jobs of occupational significance and to involve both public and private agencies in a cooperative effort with the schools designed to involve the total community in the placement of students.

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